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ABSTRACT

These 12 newsletter issues provide support and information for providers of child care for school-age children. The featured articles for each month are: (1) "To Be a Caregiver Again"; (2) "When To Talk to Parents"; (3) "NSACA (National School-Age Care Alliance) Launches Accreditation Pilot"; (4) "A New Way of Thinking about the Middle School 'Program'"; (5) "Celebrating Exuberance: Is It Wildness or Is It Exuberance?" (6) "A Middle School After-School Philosophy"; (7) "Freeing Children from Labels"; (8) "Cities Concerned about Child Care and School Age Care"; (9) "Encouraging Cross Gender Play"; (10) "City of Tucson Proves Committed to SAC (School Age Care)"; (11) "Rethinking Summer"; and (12) "Accreditation for School-Age Programs--Now." (WJC)

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School-Age NOTES

Volume XVI

The Newsletter for School-Age Care Professionals

1995-96

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Volume XVI #1 The Newsletter for School-Age Care Professionals September 1995

School-Age NOTES

ISSN0278-3126 © 1995 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

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To Be a Caregiver, Again!

by Rich Scofield

I am about to embark on another adventure — re-entering the world of being a school-age caregiver.

I have asked the question during professional development discussions about caregiver and teacher preparation, "How can we as trainers and college instructors have credibility if we haven't been in the classroom or the child care program for 10, 15 or 20 years with the day-to-day responsibilities that entails?

I have often been complimented about my training, that I really know what it's like working with school-agers. But for the last several years I haven't felt that is credible. I have forgotten the hundreds of examples of conflict resolution that were just a matter of thinking about what went on during the week - now I often resort to examples out of books or other caregivers' stories.

So how long has it been? I started working with school-agers as a special education teacher in an elementary school 25 years ago this fall. The last time I was employed working with school-agers was nine years ago as a part-time director and the last time I was a full-time, 40hour-a-week school-age coordinator was in 1979 — 16 years ago!

So what do I face? I will be working two afternoons a week in a program serving 150 children and youth — almost half being middle school 5th through 8th grade students. The program has two main locations in a multi-building school complex with a large open playground set in an urban environment.

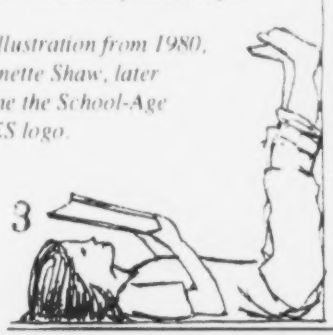
Am I anxious? Yes! I am confident in my interpersonal skills with school-agers. But what about all the boundaries to be aware of — the rules for the students, the rules for the staff, staff interactions, interactions with school staff and with parents? At 47-years-old, three step-children now in their twenties and a background in school-age care, I bring certain knowledge and skills that a 20-year-old college student doesn't have. But what about the skills I haven't perfected — leading a group in a new game or activity? What about my arts & crafts and music deficiencies? (My arts projects always make great examples of kid-made projects.)

So like other new caregivers I will go about the business of going to my doctor for a physical and the clinic for a TB test, and then getting three written recommendations. (In Tennessee we don't have to get fingerprinted, yet.) And I will be wondering — like other new caregivers — What will the kids be like? Will I be able to handle them? And please, don't let anything happen while I'm with them. ☙

Rich Scofield, is the founder and editor/publisher of School-Age NOTES. *He will keep readers updated with his continuing "adventures" as a new caregiver.*

SAN Anniversary Memory:

This illustration from 1980, by Annette Shaw, later became the School-Age NOTES logo.



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SAN 15 Year Retrospective

Our first issue of School-Age NOTES was the September/October 1980 issue, an 8-page newsletter published six times a year. Many things in the school-age care field have changed but also, many have stayed the same.

That first issue of SAN 15 years ago related the "day care" checklist published by the federal government and designed to help parents decide what to look for when seeking child care. The quality indicators have changed very little. See page 2 for items from that 1980 checklist that can be used as a "self-evaluation."

In 1980 we talked about record players and film projectors — today its tapes or CD players and videos and VCR's. That first issue of SAN discussed "TV as an Issue." Today that is probably more represented by the issue of video movies and video games. See page 3 for excerpts from that 1980 article on TV.

In 1980 "Stars Wars" play was big (based on the movies — not future President Reagan's Star Wars Defense System). "Disco" was the dance scene for the older kids. Between then and now other fads have come and gone such as "break dancing," Garbage Pail

(Continued on page 7)

A Self-Evaluation from 1980

Questions to ask yourself (and you staff) about your program

Included in the first issue of School-Age NOTES were some of the questions related to school-age care from the 1980 publication, *A Parent's Guide to Day Care*, from the U.S. Dept. of Health and Human Services. It's interesting to note that each question can still be a quality indicator for today's school-age programs, and in fact, many address the same issues that today's publications on quality and quality standards address.

The following is the introduction to the questions from the September/October 1980 article:

These are questions from a checklist designed to help parents decide what to look for when seeking child care. It provides a good model of qualities to examine in your own program. These apply to both *centers* and *group* and *family day homes*.

Does Your Child's Caregiver...

- ❒ Seem to have a sense of humor?
- ❒ Join in activities herself?
- ❒ Help your child become independent in ways you approve?
- ❒ Help your child learn to get along with and to respect other people, no matter what their backgrounds are?
- ❒ Accept and respect your family's cultural values?
- ❒ Help your child feel good about him or herself by being attentive, patient, positive, warm, and accepting?
- ❒ Give your child supervision and security but also understand his or her growing need for independence?
- ❒ Set reasonable and consistent limits?
- ❒ At the same time, allow your child to make choices and gradually take responsibility?
- ❒ Understand the conflict and confusion that growing children sometimes feel?
- ❒ Help your child follow through on projects, help with homework, and suggest interesting things to do?
- ❒ Listen to your child's problems and experiences?
- ❒ Respect your child when he or she expresses new ideas, values, or opinions?
- ❒ Understand the conflicts and confusion older school-age children feel about sex, identity, and pressure to conform?
- ❒ Provide places to store personal belongings?

Are There Opportunities To...

- ❒ Play quietly and actively, indoors and out?
- ❒ Play alone at times and with friends at other times?
- ❒ Learn to get along, to share, and to respect themselves and others?
- ❒ Practice their skills (e.g. - sports equipment, musical instruments, drama activities, craft projects)?
- ❒ Be with their own friends after school?
- ❒ Do homework in a quiet place?
- ❒ Use a variety of materials and equipment, including: art materials, table games, sports equipment, books, videos, tapes?
- ❒ Use community facilities, such as a baseball field, a swimming pool, a recreation center?

Tips for New Caregivers

Beth Thornburg of the University School After School Program in Nashville hands out to new employees a sheet entitled: "All-Purpose employee tips that you might miss in the handbook." The following are some of those tips:

- Wash your hands everytime you are around food.
- Remember to answer the walkie talkie each time. Please don't let the kids use them. And you are on the air, don't talk dirty or say mean and nasties about anyone. Parents are listening!
- Read the playground rules.
- If they say, "Beth always lets us do this," it's usually not true!!
- WHEN YOU ARE OUTSIDE, NEVER LEAVE A GROUP OF KIDS ALONE!!! IN THE CASE OF AN EMERGENCY OR A BATHROOM BREAK, USE THE WALKIE TALKIE TO GET A REPLACEMENT.
- Use chairs for sitting. Tables and counters are not chairs.
- **The priority missions in the afternoon are:**
  - **a. Help the children have a fun and safe time.**
  - **b. Assist the parents in pickup.**
  - **c. Keep the environment clean.**
  - **d. Be a great role model. Children hear every word you say!**

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Control the Climate, Not the Children

The following ideas and quotes are from Dale Borman Fink's new book *Discipline in School-Age Care: Control the Climate, Not the Children*, published by School-Age NOTES and just arrived from the printers.

Fink believes if we set out to control children and do that by beginning with rules and a list of consequences (or *punishments*) that result for those who break the rules, we send a specific negative message. The message says, "I am trying to control the children. I do not trust children to be naturally responsive and cooperative, but I believe that with enough rules and enough consequences we can keep everything under control."

On the other hand if we start by looking at "whether we are addressing the basic needs of children and about the appropriateness of our use of physical space, our activities, our schedule and our social groupings," we can set a positive tone for our program — one that sends a very different message. It communicates that we are trying to develop a climate that is healthy for children and that is responsive to their needs. The message says, "I am trying to control the climate and I trust that the vast majority of children will respond positively to a healthy climate."

Fink bases his ideas about "control the climate, not the children" on *six key elements of a school-age care program.* The following, from pages 6 and 9 of Fink's new book, are those six elements and his description of the first key element.

Six Key Elements of a School-Age Care Program

Program Element #1 —
Children's Basic Needs: recognition, attention, freedom from fear, autonomy and food

Program Element #2 —
Physical Environment: traffic patterns, room arrangements, furnishings and the way space is set up

Program Element #3 —
Activities and Schedules: what is taking place and the duration and sequence in which it is taking place

Program Element #4 —
Social Groupings: the size and composition of groupings and how the groups are formed

Program Element #5 —
Rules: the way expectations for appropriate behavior are communicated (or not communicated)

Program Element #6 —
Consequences: the way positive behaviors and undesired behaviors are (or are not) reinforced

Children's Basic Needs

"All the motivation in the world will not make a disciple* out of a child whose basic needs are denied or overlooked. How well does your program address these needs?

"The first and most basic need is for **recognition**. Are children greeted warmly by name on arrival each day? Do they have a private space to keep their belongings?

"Children also need **attention**. Is there an opportunity for individual attention and interaction with them over the course of the time in the SAC setting?

"They need to be **free of fear**. Are you -- knowingly or unknowingly -- allowing older or more dominant children to threaten or abuse younger or less confident children? What about fears that children bring with them from outside the setting, e.g. the fear that the parents will forget "whose turn it is to pick me up"? Is there space and time in your program for these fears to be addressed and calmed?

"They also need **autonomy**. That means their independence must be recognized, in accordance with their particular age and developmental level. Making them dependent on you for toys and games, art materials, snacks, permission to go to the bathroom, etc., runs counter to their basic needs and will sooner or later foster misbehavior.

"Eating and **autonomy over one's own food** intake is a basic need of school-agers. Many are ravenous after spending the day in a classroom. Most children will stop when they have eaten enough and will still have an appetite for supper later on. Strict limits on snack consumption set by staff should be the exception, not the rule, in SAC programs." -*

**Fink describes a "disciple" as "a willing follower, someone who is happy to respond to your requests and demands because you have won that person's trust and confidence."*

(See page 8 of this issue on how to order this book.)

TV as an Issue

The first issue of SAN in 1980 discussed the pros and cons of having a television in a school-age program. Today the issue goes beyond TV to movie videos and video games — but the argument remains the same. The following is a summary of that 1980 article.

Some Considerations

➢ . . . TVs [video games, VCRs] are in most homes and because activities in *group* and *family day homes* are less open to the public, TV watching is a greater issue for them than centers that don't think they are worth the money or are concerned about the center's image.

➢ When interesting activities and playmates are available, school-agers are less "glued" to the TV set. Those that first crammed around the set wander off to something more attractive. However, those remaining often are the more passive, reclusive children — exactly the one's who don't need it.

➢ What impression does a program

(Continued on page 7)

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Trick or Treat?

Try these math problems - do you find a bargain?

A clever young woman called and offered me **free** 1-year subscriptions to 6 popular women's magazines. They are free, she said, because the magazines have lots of coupons, so they have to show the advertisers a certain number of subscribers receiving the magazines. While the magazines are free, the caller said, they would bill me $3.45 a week just for the mailing. In one year, at $3.45 a week, what would my 6 "free" subscriptions cost me?

Suppose someone offered to sell you a bicycle for the following payments: You would own the bicycle after 20 days. On each of those days you would pay double what you had paid the day before. Your first day's payment is one penny. Would you buy?

On the first day, you would pay 1 cent. On the second day, you would pay double that, or 2 cents. On the third day, you would pay 4 cents. So far you have paid 7 cents. Get a calculator. You'll need it. Figure out how much you would pay in 20 days.

Hint: The process is more important than the answer. The kids should quickly determine from working the problem that there is no "bargain" here!

Shadow Maker

Cut out of black paper a shape the right size to cover the end of your flashlight. Out of that shape, cut a spooky design. In a darkened room, shine the flashlight on the wall to see a magnified image.

If you have a large, strong lamp, such as a slide projector, you can make larger-than-life images.

Ripple Effect Activities

(from the Sept/Oct 1980 issue)

Many caregivers use a *unit* or *theme approach* to planning activities. They take a main idea such as ecology and plan activities related to that general subject. (For examples of this approach, see page 5.)

Another way to plan can be to take one small activity and build on that outward — like a ripple effect. An example of ripple effect activity is the "Collecting" activity below.

Both ways of planning can be fun because you never know which direction activities will take or how long they will last. That will be determined by the children's interest and enthusiasm as well as that of the staff. The staff often needs to plant the seed of ideas and inquiry.

Resources

There are many sources you can use for ideas and obtaining materials. One of the two sources suggested in 1980 still offers a free resource, the *Consumer Information Catalog* from Consumer Information Center, Pueblo CO 81009, 719-948-3334.

(Another excellent resource available now is School-Age NOTES *After School Program 1996 Catalog*. Subscribers, watch your mailbox. Others, call 615-242-8464.)

Collecting

(from the Sept/Oct 1980 issue)

Traditionally, when fall comes people think of collecting leaves as an activity. Have you ever thought of a fall "clean-up?"

— Have kids collect trash around the building. They can *count it, weigh it, sort it* for recycling. *Chart it* — make a game of it. Get publicity for your center in the newspaper from the perspective of a clean environment and ecology or community pride.

— Check library and other teachers. Have available materials on recycling, clean environment, etc. Resources can include pamphlets, books, films.

— What about a trip to a recycling plant? Maybe they can bring some of the trash. Aluminum cans are fetching 25¢ a pound. Then they can start learning about economics!

(The funny thing is, the 25¢ a pound price is the *1980* price. The price fluctuates and had fallen well below that in the Nashville area, but has recently worked its way back up to today's rate of 27¢ a pound.)

For children, writing for things and receiving them in the mail can be exciting, as well as opening up a variety of possible experiences. Here are two free resources children can write and request by mail:

Reynolds Aluminum Presents Michael Recycle, a free comic book, is available from Reynolds Aluminum Recycling Co. Individual requests from the children can be mailed to P.O. Box 27003, Richmond VA 23261. (Teachers and administrators only can call a toll-free number to request bulk quantities of the comic book, also free to the school or program. Call 800-562-7087.)

The Adventures of Garbage Gremlin, a free comic book and poster for school-age children is available from the Environmental Protection Agency, Public Information Center, Mail Code 3404, 401 M Street, SW, Washington DC 20460. (A teacher's kit is also available. Requests should be specific whether you're asking for children's comic books, or the teacher's resource kit.)

Connections

Positive fallout from recycling projects can be:

— More cooperation from custodians and others in the building.

— Family day home providers can spruce up not only their own yard, but the neighbors' as well — with the neighbors' permission, of course.

43 Activity Ideas

The minimum number of Activity Ideas in this issue is 43.

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OCTOBER CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
OCTOBER	October 1, 1908 — Henry Ford introduced the Model T Ford and the assembly line concept. Demonstrate a practical use of an assembly line.	October 6, 1927 — first motion picture with sound. What were movies like without sound? Pantomime a story with music played for background but no dialogue.	October 24, 1946 — United Nations Day. Brainstorm about what you could do to observe the UN's 50th year — October 24, 1995 to October 24, 1996.	October 25, 1881 — birthday of Pablo Picasso. Use an overhead projector and a good art book to look at some of his work.	October 28, 1995 — fifth annual "Make a Difference Day," a national service day. Join a local observance or create your own project.
FIRE PREVENTION WEEK	Locate fire exits besides those normally followed in a fire drill.	Draw a diagram of your home. Plan at least two fire escape routes from each room.	Make posters on fire prevention.	Invite a fireman to speak on fire safety or visit a firehall by appointment if within walking distance.	Discuss fire safety rules and procedures for various situations.
GROUP GAMES	Play "Poor Pussy." Players sit in a circle. *IT* says "Meow" to a player. The player pets *IT* and says "Poor Pussy!" If the player laughs, that player becomes *IT*.	Play "Hot Potato" with a beanbag or nerf ball. In a circle, players toss the hot potato hand to hand until the music stops. The player caught with the hot potato restarts the game.	"Loose Caboose." Players are in lines of three holding one another's waist. If the Loose Caboose attaches to the back of a train, the Engine must break away and becomes the Loose Caboose.	Write the names of the bones on a paper skeleton. Then label yourself with the names of all your bones.	Join hands in a circle. *IT* is in the center. *IT* tries to roll a ball out of the circle. Players use their feet to keep it in. When the ball goes out, get a new *IT*.
WORLD CITIZEN	Make your own world trade fair with products of various countries. Look at garment tags, appliances, foods, shoes, knicknacks, and electronics.	How many different countries can you represent with stamps and coins?	Swap international recipes or have a tasting party. Represent as many regions and traditions as you can.	Learn to say "How do you do?" or "How are you?" and the reply in at least three languages.	On a world map or globe locate the countries represented in your program. Do you have at least one country on each continent?
SPORTS ENTHUSIAST	Choose a sport that is popular at your school, possibly basketball or soccer. Get a schedule of games.	Find out where and when your sport originated. How have the rules changed over time? Is your sport an Olympic event?	Invite a team doctor or sports medicine specialist to talk to you about preventing and treating injuries common in your sport.	Practice several of the drills used to develop skills useful in your sport.	Find out about careers related to your sport: manager, coach, trainer, media representative, sports writer or commentator, game official, grounds maintenance person, . . .
HOMEMADE GAMES	Use 10 2-liter soda bottles as bowling pins and a rubber ball for the ball. The bottles may need to be partially filled with water.	Make a treasure hunt with clues from magazines. Work in teams in different rooms. Take turns doing each other's hunts. Part of the fun is watching the other team do your hunt.	Bring in baby pictures. Put them on a poster or bulletin board. Assign a number to each. Players list the numbers and try to identify the photos.	*IT* goes out. A player is selected to leave a footprint in a tub of wet sand. *IT* comes back and tries to guess whose footprint it is.	Arrange 9 coins like this: o o o o o o o o o 2 players: Player 1 removes as many coins as she likes, but from only 1 row per turn. She must remove at least 1. The winner picks up the last coin.

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Washington Notes

by Charles Pekow

Charles Pekow is editor of "Day Care USA." This report is written exclusively for SAN readers.

Three Grant Programs Available

If you want a grant from the Corp. for National & Community Service (CNCS), your last chance may have arrived. Congressional Republicans are trying to close the agency immediately, but it still has $5 million to give away for three grant programs that could include school-age activities. CNCS plans to award about 20 grants of up to $300,000.

Top priorities include using school-age youth in community service learning activities for all the programs. CNCS wants state and local projects that will test new projects' impact on schools, communities and participants. Ideas: Link businesses, foundations and government together; strengthen existing volunteer programs; use volunteers who receive no stipends (unlike most AmeriCorps programs); include volunteers with disabilities and create intergenerational programs. CNCS is also particularly interested in rural projects.

The three programs:

Governor's Innovative Programs: Your state commission on National Service must apply, though other state and local governments can serve as partners. The commission must, however, turn the grant money over to other groups, such as governments, colleges and universities, Indian tribes and nonprofits, to run the program. Your governor must sign the application. **Deadline: Nov. 7.**

National Nonprofit Demonstration Project: Only nonprofits with nationwide activities can apply. They must represent networks of youth groups or provide technical assistance to them. Programs can operate in up to three sites. CNCS especially wants to fund after-school programs under this priority. **Deadline: Oct. 24.**

CNCS has set aside $3 million for the above two categories.

AmeriCorps Disability Demonstration Projects: Existing AmeriCorps grantees and groups that work with children with disabilities or provide technical services to them can apply for a share of the $2 million pot. **Deadline: Oct. 31.**

CNCS still has $5 million to give away for programs that could include school-age activities.

Grantees must pay at lease 20 percent of program costs with non-federal funds or in-kind services. At least 10 percent of the match must consist of cash. They can spend only 5 percent of federal funds on administration.

For applications, contact Margaret Rosenberry, Director of Planning and Development, CNCS, 1201 New York Ave, NW, Washington DC 20525, Ph: 202-606-5000, ext. 154, FAX: 202-565-2786. The visually impaired can get applications in an alternate format by calling 202-606-5000, ext. 260. ✍

Crime Bill Funding Outlook Changing

Crime bill money that could have benefited school-age programs was eliminated this year. Congress doesn't appear eager to fund the new programs next year either. But don't despair completely — in its place the House has approved new grant money that can go to school-age programs. The money doesn't have "after-school care" written all over it. But if the legislation passes and you know where to go, you might get a share of nearly $2 billion.

Congress enacted a rescissions bill for FY 95 that eliminated virtually all the federal grant programs that school-age professionals could have used (such as the Family & Community Endeavor Schools Grant Program and the Ounce of Prevention Council). The House also approved appropriations bills for the coming year without the funding.

But if you want a grant to keep children away from gangs, crime and drugs, the House is willing to give you a new option. It passed an appropriations bill covering the Justice Dept. for FY 96 (H.R. 2076) that wouldn't fund the new crime bill programs for youth activities. But the bill would fund a new $1.95 billion Local Law Enforcement Block Grant. Some money would land near you, as each state and local law enforcement agency in the nation would get a share, as long as it followed the rules.

Under the rules, grant recipients could support programs to reduce or prevent juvenile crime. Such activities could include after-school programs. But instead of asking Washington or your state for a grant, you'd have to find out the local law enforcement agency involved. Then you'd have to persuade the agency how your prgram keeps youngsters off the streets, away from bad influences, and out of trouble. If you do so, they could give you some federal money.

Your work will be cut out for you as you'd compete against a variety of other possible compelling uses of the money, ranging from hiring more beat cops to paying overtime to existing officers, buying law enforcement equipment, starting domestic violence and sexual assault programs, etc.

Separately, the bill contains $10 million for the Part D Youth Gangs program for grants to governments and non-profits to keep at-risk youth out of gangs.

The Senate may prove even less generous. Its Appropriations Subcommittee on Commerce, Justice, State, and the Judiciary approved a bill with only $1.7 billion for the State & Local Law Enforcement Assistance Block Grant. It also voted to kill the Ounce of Prevention Council and all other new crime bill programs. ✍

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Publications on Early Adolescence

As we reported in the May, 1995 issue of SAN, the Center for Early Adolescence was to close in June. While the Save Our Schools program was taken over by the Department of Pediatrics at the University of North Carolina, the many publications and training materials of the Center were up for bid.

We have been informed that Search Institute of Minneapolis, Minn. has acquired the distribution rights to the Center's publications, and will be marketing those materials, as well as their own on youth issues.

Search Institute is a non-profit organization dedicated to research, resources, and services on positive youth development. According to its president, Peter Benson, Ph.D., the Institute's work "involves in-depth research exploring the issues and needs of children and youth, and the effectiveness of programs that address those needs."

Search Institute also carries a line of videos, books, and other training resources which translates their research findings into practical information for educators, parents, youth leaders, congregations, and others who care about the well-being of young people.

Benson is dedicated to promoting the ideas and issues begun by the Center for Early Adolescence.

"Our goal is to continue to enhance the Center's leadership role in addressing the needs of young adolescents," he said. "We will continue to rely on Peter Scales, Jim Conway, and other former staff members from the Center to provide expertise and training based on the Center's work."

For more information on Search Institute, call 800-888-7828, or write Search Institute, 700 South Third St., Suite 210, Minneapolis, MN 55414.

SAN Anniversary Memory:
The first issue of SAN went out to 200 paid subscribers. Today, SAN has over 5,500 paid subscribers with an estimated readership of 15,000.

15 Years. . .

(Continued from front page)

Kids, and Cabbage Patch Dolls. Recycling was also big back then. See page 4 — "Collecting" — for activities related to recycling that came from the 1980 issue but with a 1995 update on resources.

In many ways, little has changed about how we do programming, especially valuing "the process over the product." (See page 4, "Ripple Effect Activities.") What *has* changed is the more specific emphasis (and sometimes difficulty) on planning and programming for older school-agers. In 1980 only about 15% of training audiences said they served sixth graders. It was not an issue of middle schools taking over sixth grade classrooms from elementary schools but rather parents weren't sending their eleven-year-olds to child care. Today, parents have grown to expect to have an adult-supervised program for their "older children." Training audiences today almost unanimously say they serve sixth graders unless their school site doesn't have that grade.

In 1980 "kids killing kids" was unheard of, "McMartin" was not an infamous name in child care, the Wellesley SACC Project was one-year old and the birth of the National School-Age Care Alliance was seven years away.

The hot, national topic in the school-age field (which hadn't realized yet that it was a professional field) reported on in that first issue of SAN was the inconsistency with which the IRS was granting non-profit status to after school programs. By working together the field solved that problem and went on to solve many more which SAN has reported on over the years and will continue to report on in the future.

TV. . .

(Continued from page 3)

reflect to parents and outsiders when the TV is going all the time?

➢ Some programs use a portable TV brought in by a staff person as a special treat, a scheduled weekly event, or on school closing.

The bottom line is if you have a TV [or movie videos or video games] in your program, both children and staff will watch it. If you don't have a TV [or movie videos or video games], then you, your staff and the children will have to create a more responsive program to meet individual needs.

A final consideration: children have TV [movie videos and video games] at home (more homes have TVs than indoor plumbing!), while they don't have access to the facilities, staff expertise, and playmates of the extended day program.

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SAC CONFERENCES

ILLINOIS September 30, 1995
4th Annual Fall SAC Conference, Effingham
Contact: Vera Durbin, 618-283-1104 or Kevin Johnson, 217-244-8959

COLORADO Oct. 5-7, 1995
CAQSAP 2nd Conference on Older Children, Keystone Resort
Contact: Sandy Whittall, 303-321-4722

KENTUCKY Oct. 6-7,1995
KECA Annual Conference, Owensboro, School-Age Track, **Contact:** Terry Green, 502-831-5153

OHIO Oct. 8-10, 1995
OH Early Childhood & S-A Conference, Columbus, **Contact:** 614-262-4545

NSACA '96 April 25-27, 1996
8th Annual National Conference, St. Louis MO
Contact: Bonnie Vento, 314-225-4494

DO WE HAVE *YOUR* SAC CONFERENCE DATES?

RESOURCES

New Title on Youth Violence

Dealing with Youth Violence: What Schools and Communities Need to Know is available from the National Educational Service. We received the following information about this book, but have not reviewed it.

The book is a compilation of articles and ideas from more than 30 national leaders, practitioners, professors and parents. It "expose[s] many of the root causes of youth aggression and violence, and propose[s] strategies for reaching hostile youth." It includes 19 articles on topics such as "Disarming Our Children: What Every Parent Can and Should Do," "Students as Conflict Resolvers in School," "Family Violence and the Schools," "School Violence: Preparing the Pre-Service Teachers" and "What We Can Do About Gangs."

The book is 112 pages and costs $15.95. There are no shipping and handling charges for prepaid orders or credit card orders. It can be ordered from National Educational Service, 812-336-7700.

Fink & Discipline

Hot off the presses! School-Age NOTES has a new publication — Dale Fink's ***Discipline in School-Age Care: Control the Climate, Not the Children***. This little book offers right-on-target advice on how to change the program environment to improve children's behavior, instead of blaming or punishing the children. Fink bases his discipline theories on the "Six Key Elements of a School-Age Care Program." See page 3 for more about this new book. 48 pages. Order now from School-Age Notes, P.O. Box 40205, Nashville TN 37204. **$5.95 ($4.95 for subscribers)** plus **$2.50 S/H**.

Administration

Two books helpful with the business end of running a program are:

Profitable Child Care: How to Start & Run a Successful Business by Nan Lee Howkins. Shows how a child care center can be run *profitably* and still provide an important community service. 261 pages. Order from Facts on File, Customer Service, 460 Park Avenue, S., New York, NY 10016, or call 800-322-8755. Fax orders to 800-678-3633. **$24.95** plus **$2.50 S/H.**

101 Ways to Build Enrollment in Your Early Childhood Program by Ellen Montanari. 162 pages. Specific, practical tips on how to attract more families to your center, without spending a lot of money. Available from CPG Publishing Co., P.O. Box 50062, Phoenix, AZ 85076. Phone: 800-578-5549. The cost is **$12.95** and **$2.75 S/H**.

Volume XVI #2 The Newsletter for School-Age Care Professionals October 1995

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When to Talk to Parents

School-age staff know the value of a good relationship with the parents of children in their program. The parents have entrusted you with the care of their children for a part of the day and you want to maintain that trust. Yet, staff also seeks to develop a trusting relationship with the children — one which enhances a child's self-esteem and will lead to honest, open communications. In such a relationship, children trust that their words and actions which occur at the program stay there - that parents don't *have* to know *everything*.

At what point do program staff inform parents about their child's behavior?

Caregivers like to think they have the resources at hand to resolve behavior problems "in-house" and that telling parents of a problem incident with their child is unnecessary and potentially destructive to the caregiver's relationship with the child. So at what point *do* program staff inform parents about their child's behavior? When is it necessary for the child's (and parents') well-being, and when is it "tattling?"

In her training manual, *School-Age Child Care Professional Training*, Sue Lawyer-Tarr looks at several scenarios involving behavior problems and offers reasons why staff should or should not inform the parents of the incident.

Scenario #1: *Joey and Johnny are two eight-year-olds who have been playing together. Joey hits Johnny over the head with a stick because he won't give a toy back. Johnny is mad, but not hurt. Staff help the boys determine what they can do the next time, and Joey is given a "time out" for hitting.*

Opinions on the value of "time out" aside, should staff tell Joey's mom when she picks him up that he hit Johnny?

NO: Lawyer-Tarr states that since the incident was handled satisfactorily and is over, there is no reason to tell Joey's mother. Her knowledge of the incident adds nothing to the resolution and undermines Joey's ability to resolve the problem himself.

Scenario #2: *Larry attends a school for children with emotional problems. When he arrives at the after school program, he tears up a door decoration. Staff talk with him and he repairs the decoration, but he appears very frustrated.*

Does staff tell Larry's parents?

YES: Even though the incident was resolved with Larry repairing the decoration, his parents need to know what happened. Staff should emphasize that the parents are not being told because they are expected to *do* anything about it — but rather that staff realizes they need to know how Larry is acting out his frustrations.

Scenario #3: *Third graders Jenny and Joey have been kissing and passing "dirty word" notes to each other for the past month. Both children have been in the program for more than 2 years, and have never exhibited this type of behavior. Staff have talked with the children about the behavior everytime they see it occur. The children seem to understand it is inappropriate, but continue the behavior.*

Should their parents be told?

This is an unqualified **YES**. Anytime children's behavior alters significantly in a short period of time and they seem incapable of changing the behavior even

(Continued on page 7)

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"Hey, You in the Red Shirt!"

SAN's editor, Rich Scofield, has returned to being a caregiver two afternoons a week in a SAC program. The following is his first few days experiences.

They've placed me in the lower school program. That's 130 kindergarten through fourth graders with enrollment dipping down on some days to 80. (The middle school 5th-8th has 140 enrolled for a total program enrollment of 270.) It all varies according to who has after school drama, music, dance lessons and which days which children are attending. Fairly overwhelming to figure out for a new caregiver, but I'm assigned my own niche which makes it easier.

Like riding a bike, some tricks of the trade are always there as automatic responses. On the job the second day and knowing only some of the children's names, I have no hesitancy to yell 200 feet across the playground - "Hey! You in the red shirt!" - at the child climbing precariously on top of the railing. With exaggerated head movement from left to right signifying "No" and my hand motioning down, the child climbs down! Ah, classic playground management.

(Continued on page 2)

Dear Rich,

I have just finished reading your "To Be a Caregiver, Again!" article and I wanted to affirm your perspective and integrity in making the choice to re-enter the "adventure." In your position of SAC leadership, it is so critical that credibility remain intact. There can be no question as to your competencies in theory and your commitment to professional growth and development. Your endeavors have motivated, inspired and supported thousands of us to reflect and respond to community need with respect and relevance. I applaud your decision and admire your dedication to the field and, more importantly, to children.

Dahna Willis
YWCA, Clayton, MO

Dear Rich,

Congratulations on 15 wonderful years! I was so thrilled to read about your new adventure as a school-age caregiver. How fortunate you are to be able to give yourself this wonderful gift.

I look forward to your articles - "Rich Experiences" - and know that the kids you work with will get almost as much out of it as you do. Keep up the wonderful work.

Mary Ellen Savarese
Kensington, MD

Mary Ellen was the creator of the summer THEME chart that Rich Scofield has distributed in workshops for over 13 years.

Something to think about. . .

"It is who we are more than what we say that builds character in children. [They] learn from what they observe and experience in the environment; they develop the values that you model. The younger the [child] the stronger the impact of models on development."
(Source: *Character Education in America's Schools* by Akin, Dunne, Palomares & Schilling)

'Hey You!' . . .

(Continued from front page)

Other things did not go so well — in fact it was a little like Arnold Schwarzenegger's first day of school in the movie "Kindergarten Cop." I had been assigned to go upstairs to get the 2nd graders, taking roll first and then leading them down to the program. All to be done quietly since other classes were still in session. Well, there were two of us new caregivers and we managed to completely lose control over 16 second graders.

It was their second day of school but most of the second graders had already been in the school-age program for two years and knew the routine. They were ready to go downstairs to the after school program whether these two new people were ready or not. We were trying to quietly call the roll in the hall and figure out why we had one extra child when suddenly off they went. Not being able to yell "Hey you in the blue, green, brown and white shirts," we just looked at each other, threw up our hands and followed them downstairs. Needless to say they were not models of how to "walk" in the halls.

As a new caregiver it was obvious that learning names was important. "Hey you," only goes so far in communicating with kids. In particular, this program uses walkie talkies when parents arrive to locate which area their child is in. It is a lot easier to look around for a child who you can connect a name to a face then to keep yelling out names and tapping children's shoulders to see if they heard you. I quickly learned to continuously check if I could name all the kids that were in my area. Those I didn't know or had forgotten I asked, saying that I wanted to make sure I knew their name so I didn't miss them when their parent's arrival was announced. This seemed to be a reasonable request to them. After all, their names are very important to them and they don't understand how you can forget them.

Being part-week like many other part-time caregivers adds to the burden of learning names. However, it may be one of the best child management techniques for new caregivers. Learning names and using them when communicating with children is also a great way to show your genuine interest in them as individuals beyond the person in the "red shirt."

"Poor Pussy" Poor Choice

The October Curriculum Corner in the September 1995 issue of School-Age NOTES contained the group game "Poor Pussy" which is a giggle game for younger school-agers. In today's world, even with young children, "pussy" for pussy cats is something many school-agers might snicker about for its slang meaning. We suggest using the word "kitty" or "kitty cat."

Our thanks to Bonnie Johnson, former editor of SAN, for pointing this out. As editor I should have picked this up. Substituting the word "kitty," the activity would read:
Play "Poor Kitty." Players sit in a circle. *IT* says "Meow" to a player. The player pets *IT* and says "Poor Kitty!" If the player laughs, that player becomes *IT*.

Rich Scofield
Editor/Publisher

School-Age NOTES

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How to Talk with Parents About Behavior Problems

Reporting problem incidents to parents requires tact, sensitivity, and objectivity. In his book, *Discipline in School-Age Care*, Dale Fink says, "Parents may sometimes seem difficult to speak with and defensive — particularly if, in the past, teachers have made them feel their children's behavior was a reflection of their own character or lack of parenting ability. Part of your job is to put parents at ease and assure them that you are not blaming them for their children's behavior problems."

"Part of your job is to put parents at ease and assure them you are not blaming them for their children's behavior problems."

— Dale Fink

No matter how serious the incident or how angry the caregiver, the problem must be presented to the parents calmly and rationally, with objective observations about the incident instead of what may be perceived as value judgments about the child or parents. Sue Lawyer-Tarr, in *School-Age Child Care Professional Training*, stresses the importance of having the child explain to the parents what happened *before* staff states their 'side.' "By allowing the child to talk first, you gain valuable insight into what is being perceived by this child. When staff speaks first, the child could be put in the position of reacting and trying to prove staff wrong."

Linda Sisson, in *Kids Club: A School-Age Program Guide for Directors*, recommends creating incident reports, which can be given to parents and a copy kept in the child's file. According to Sisson, the incident report "is used to describe to the parent unusual behavior that you think requires action of some kind. This would include unusually passive or withdrawn behavior as well as destructive, aggressive or verbally abusive behavior."

Sisson stresses the importance of how to describe a problem incident in a report:

1) **Be objective**: Describe what actually happened. Do not attribute motives or use value-laden terms. (e.g.- write "He turned around and screamed at me 'You suck!' as he ran out of the room," rather than "He was very angry and disrespectful.")

2) **Be clear**: Use vivid language to accurately describe behavior and the order of events. (Instead of writing "Marcia was fighting with Sandra on the playground." write "While Marcia was standing at the top of the slide, she dropped a pail on the head of a child who was standing below her. When she came down the slide, the other child grabbed her by the feet and dragged her through the gravel.")

3) **Be accurate**: If you didn't see exactly what happened, don't fake it. Ascertain as well as you can what happened, but be clear about what you actually observed, as opposed to what you were told.

4) **Save your opinions for the appropriate place**: You may express your opinion, but do so under "comments," not when you are describing the actual incident.

Sisson also suggests keeping the child informed of when an incident is being reported to the parents: "Explain to the child that you are writing the report and will give it to his or her parents. Read it to the child and ask him or her if that is what happened. (Write on the report that you've read it to the child and add whether the child agrees or disagrees with your account of the events.)"

Sometimes behavior problems are serious enough to merit a scheduled conference with parents. Lawyer-Tarr again advises involving the child in the conference. "Include the child in the conference whenever appropriately possible so the child will recognize his or her accountability for correcting his actions and will not think we are 'tattling' or 'talking behind his back.' At the conference, requesting the child first share with his or her parents why we are having the conference is an effective tool for focusing accountability for action and solutions with the child."

"[By] includ[ing] the child in the conference... the child will not think we are 'tattling' or 'talking behind his back.'"

—Sue Lawyer-Tarr

Dale Fink adds that "a cardinal rule in such a conference is to always begin by reporting on the positive points of children's participation." Another of Fink's 'cardinal rules' is to "not make vague comments about 'poor behavior' or 'lack of cooperation.' Be prepared with specific illustrations of the misbehavior that concerns you. Avoid clinical terms or labels such as 'aggressive' or 'disturbed' or hyperactive' and stick with the facts as you have observed them."

Finally, confidentiality must absolutely be maintained. When reporting an incident to a parent, whether it is when they pick the child up that afternoon or at a scheduled conference, the conversation should be private, with only the parents and the child hearing the report. Nothing should ever be said in front of other children or parents, unless they are directly involved in the incident.

All three of the sources quoted in this article are available from School-Age NOTES. If you have not received your free 1996 catalog , call 615-242-8464.

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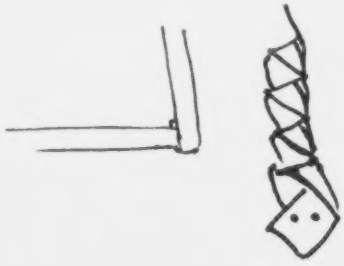
Paper Snakes

This snake is easy to make — all you need is an old newspaper and a pair of scissors.

Unfold your page of newspaper and cut two strips of paper just alike from the longest edge. Now taper the ends of the strips so the snake will have a tail. Younger children will want to use a wider strip, which will make a shorter snake, but it will be easier to complete. The older children will want to make a longer, thinner model.

To fold the snake, start at the wide ends of the strips. Hold the strips at right angles to each other and lap the end of one strip over the other. Fold the strip on the bottom up and over the top strip. Continue folding the bottom strip over the top in the same manner until all the paper has been folded (strips will alternate being on bottom). Now stretch the snake out gently. Make his face and decorate him as you like.



Mosaics

Materials Needed:

Indian corn, pumpkin seeds, squash seeds, acorn tops, glue

What to do:

Some children might like to draw their designs on paper first. Glue corn, seeds, acorn tops to paper or other firm material.

Bird Feeders

What's needed:

tissue paper roll or pine cone, yarn or string, bird seed, peanut butter, hole puncher, cookie sheet or aluminum foil

What to do:

1. Punch 2 holes in side of roll, 1/2" from the top edge
2. Spread a thin layer of bird seed onto cookie sheet or foil.
3. Smear thin layer of peanut butter over the outside of the roll or cone, then roll in bird seed.
4. Attach yarn to bird feeder to make a hanger.

(from *From Kids with Love*)

Dot Day

Using magnifying glasses, have kids examine comic strips, magazine photos, even the TV screen. They should be able to see how the pictures are made up of many dots: small round circles which blend together to make pictures of people, animals, objects. Have available paper and pencils (regular and colored) for kids to create their own dot pictures.

(*According to* Amazing Days, *French artist George Seurat "used tiny dots of color to make large, brilliant pictures."*)

Starched String

Materials:

string, yarn, flour, water, small containers, wax paper, tissue paper.

What to do:

- Mix flour and water to make a thick, creamy paste
- Cut string of different lengths
- Dip and cover one piece of string with paste
- Arrange pasted string on wax paper to create a design. Dip and add more string until a sculpture has been made.
- Dry overnight.

Decorative Lanterns

Materials needed:

wallpaper, construction paper, or any lightweight paper, glue, scissors, paints and brushes, crayons, staples

What to do:

- Fold paper lengthwise (9" x 12")
- Make cuts along folded edges, leaving 1-11/2" margin on both sides
- Glue or staple edges together
- Open paper into diamond shape
- Glue 1" wide strip paper to top for hanger
- Experiment with other lantern designs.

Recycle Comic Correction

In our September issue we gave an address and phone number for Reynolds Aluminum where requests for the free comic book *Michael Recycle* could be sent. The emphasis was on having the children in the program send requests for the comic book to the P.O. box we listed, and teachers and administrators could call the toll free number. While Reynolds Aluminum is delighted with the number of requests they have been receiving, they did inform us that the toll free number is incorrect - and the office to which the number is connected is not equipped to handle the phone call requests. They have asked us to inform staff persons and directors who may be calling to ask for bulk quantities of the comic book, to instead also send that request in writing to Reynolds Aluminum Recycling Company, P.O. Box 27003, Richmond VA 23261.

36 Activity Ideas

The minimum number of Activity Ideas in this issue is 36.

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NOVEMBER CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
FALL NATURAL CRAFTS	With a warm iron, press colored leaves between sheets of waxed paper. It helps hold the colors.	Make walnut shell turtles, acorn dolls or tea sets, pine cone turkeys or sweetgum ball critters.		Make seed mosaics. Or - try weaving with pine needles or make pine needle placemats.	Cut 2" lengths of paper towel or toilet tissue rolls to decorate as napkin rings.
SPECIAL OBSERVANCES	The National PTA observes November as "Child Safety and Protection Month." Make up and illustrate a list of precautions to prevent accidents.	American Education Week promotes support for public schools. Plan how to show appreciation for teachers.	In preparation for World AIDS Day, collect stories about persons you know or know about who had/have AIDS.	Check local libraries and book stores for National Children's Book Week activities, or plan your own.	For National Chemistry Week, read and prepare to dramatize the story of Marie Curie.
OLD FASHIONED RECYCLING	Leftover pieces of new fabric used to be stitched together in patterns to make a quilt top. Use the same technique to make a pillow cover or placemat.	Collect old T-shirts or cotton-blend clothing suitable for tearing into strips for braiding. Try making a braided rug by coiling the braids and sewing them together.	Save old socks and mittens for sock dolls or sock puppets. Yarn, buttons and markers will help too.	Tell a story with a puppet glove. Glue a felt circle to the end of each glove finger. Use them to create your cast of characters.	Make bean bags in interesting shapes, or use the end of an old sock.
IT'S SEASONAL	See how many winter words you can think of, or compete in two teams — fall/winter vs. spring/summer.	Build a snowman. Rushing the season? Take turns drawing a snowman by laying the paper on a table and reaching behind your back.	Make a giant cornucopia of chicken wire and papier mache. Fill it with canned goods for the food bank.	Make up a story about a turkey. Illustrate it. Share your stories with each other.	Each winter the Sioux tribe used to do a *winter count*, recording events of the previous year in pictures. Draw a picture of something nice that happened to you since last winter.
I MADE IT MYSELF!	Make your own checkerboard and checkers and play the game with a friend.	Make and exchange pogs.	On Nov. 5, 1924, the first book of crossword puzzles was sold. Try inventing your own puzzle related to November events.	Try making the paper snake shown on page 4.	During October a set of stamps featuring cartoons was issued by the post office. Most of those cartoons no longer run. Invent a new cartoon strip.
NOVEMBER	November is National American Indian Heritage Month. In your area, what accomplishments do Native Americans take pride in?	Contact a local museum or Native American Indian Association for resources and more information on local observances and exhibits.	Listen to real Native American music on tape. Many Native American dances, like other ethnic dances, are just for fun. Try one, or move to the music.	November is Creative Child and Adult Month. Can parents or families offer suggestions for creative activities or resource persons?	Nov. 11 — Share the meaning of Veteran's Day to different families.

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Washington Notes

by Charles Pekow

Charles Pekow is the editor of "Day Care U.S.A." This report is written exclusively for SAN readers.

Reform Bills Would Cut Subsidies

Welfare reform is likely to make the process of getting federal subsidies much simpler. But it is also likely to cut the amount of funds available for school-age care. The House and Senate have each passed bills to overhaul the nation's welfare system, called the Family Self-Sufficiency Act of 1995 (H.R. 4). Each version would combine five programs that subsidize school-age care into one (the Child Care & Development Block Grant (CCDBG), Work Activities Child Care (WACC), At-Risk Child Care, Transitional Child Care (TCC) and the Dependent Care Block Grant (DCBG)).

But while replacing five sets of rules and paperwork with one, each bill could also cut funding. Funding for the five programs comes to $2.1 billion - $2.2 billion per year. The House version would cap funding at $2.1 billion while the Senate would provide only $1.6 billion. And unlike current law, the legislation wouldn't mandate that families be given child care. Nor would it mandate that Congress provide funding every year for welfare-related care, as is currently the case.

House-Senate conferees must meet to iron out differences. The Senate bill, but not the House's, for instance, sets aside $150 million a year for quality improvement and supply activities.

Meanwhile, Congress still hasn't resolved funding issues for FY 96, which began October 1. The Senate has not yet passed an appropriations bill covering the Department of Health & Human Services, as Democrats, unsatisfied with funding levels, threatened a filibuster of an Appropriations Committee-passed measure. The Senate bill would cut Social Services Block Grant funding from $2.8 billion to $2.52 billion. But both bills would fund CCDBG at $934.6 million, WACC at $734 million, TCC at $220 million and At-Risk care at $300 million. Both bills would eliminate the Dependent Care Block Grant.

Both houses have also passed separate appropriations bills that would kill the Corp. for National & Community Service. President Clinton, however, has threatened to veto any bill that doesn't fund the agency.

The houses also must go to conference on a bill funding the Dept. of Justice. Both versions would knock out all the crime bill money and create a Local Law Enforcement Block Grant, which local governments could use to support school-age activities (SAN, September 1995). The House would provide $1.95 billion, the Senate only $1.7 billion. And the Senate added $2 million for the Ounce of Prevention Council, which could support grants for school-age activities.

Meanwhile, the government is running under a continuing resolution, which pretty much means business as usual until November 13, unless regular appropriations laws get enacted first. All programs funded last year continue to exist, even if both Houses voted to kill them. CNCS is going on as usual, still spending FY 95 money. Theoretically, the resolution would allow about $1 million for DCBG. But the Administration for Children and Families says it doesn't plan to spend the money, since its budget doesn't call for it.

Spent a Summer Week in Boston?

Wheelock College in Boston is "Celebrating Two Decades of Training Early Childhood Leaders 1975-1995" and will have a birthday celebration at the NAEYC Conference in D.C. on Wednesday November 29, 1995 7:30-9:30 in East Salon, Renaissance Hotel.

They are seeking participants of the "Advanced Seminar in Child Care Administration"—alumni, instructors, and participants. The Advanced Seminar Series has had a week long school-age child care course since 1987. As a tribute to the organizer, Gwen Morgan, they are seeking postcards or short notes summing up participants experiences for a scrapbook to be given to Gwen. A scholarship fund in Gwen Morgan's name is also being set up. For more information contact: (617) 734-5200 Ext. 211

TA Event at NAEYC

The Center for Career Development in Early Care and Education at Wheelock College and the Families and Work Institute in New York are sponsoring an afternoon preconference session at NAEYC Wednesday, November 29, 2-5 p.m. titled "How Different Approaches to Technical Assistance Can Facilitate Change Efforts in State and Community Early Childhood Initiatives." This is an opportunity to learn from others what works and what doesn't in the field of TA (technical assistance).

Custodians . . .

(Continued from page 7)

the school office or personnel files (if your employee) when the custodian's birthday is. Have the children give a party—but they clean up afterwards! Remember the custodian with cards and/or gifts on holidays the program or school celebrates. Teach the children to tell the custodian "Thank you" on a regular basis, especially if he is responding to an immediate cleanup need.

Did You Know . . .

that the YMCA is the largest provider of school-age care in the U.S? School-age care programs exist in more than 7,000 sites, serving more than 250,000 children.

(Source: Child Care Information Exchange, Sept./Oct. 1995)

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Parents . . .

(Continued from front page)

though they know it is inappropriate, is indicative of a serious problem. In this case, parents and staff should be alerted to the possibility of questions children have about sex, too much exposure to sexual situations, either through observing parents or sexually-explicit videos, or much worse, that one or both children have been sexually abused.

"Demonstrate an ongoing interest in getting to know parents and how they are doing in their home lives and work lives." - *Dale Fink*

Scenario #4: *Janie forgets to clean up her mess in the crafts room. Staff has her come back to clean it up. Janie sulks and claims that "It's not fair!" although she does clean up the mess.*

Do staff tell Janie's parents about her whining and not wanting to clean up? **NO**: Janie accomplished the task, which was to clean up her mess. Focus more on what the child does, and less on what is said.

Good sense says that the occasional minor skirmishes children get into everyday, regardless of where they are, do not merit reporting to the parents. However, prolonged and repeated behaviors which are disruptive to the program, violent acts, withdrawal and expressions of anxiety and fear previously not exhibited and flagrant disregard of stated rules and policies should be brought to the parents' attention. In his book, *Discipline in School-Age Care*, Dale Fink suggests making sure parents have a copy of the program rules which they can go over with the children at home. He also says that by asking parents to keep staff informed of changes in the children's lives – such as a move to a new house – many uncharacteristic behaviors are better understood.

Fink says, "Demonstrate an ongoing interest in getting to know parents and how they are doing in their home lives and work lives. Do not give the impression that your interest is confined only to the times when their children exhibit behavior problems."

Some behaviors are indicative of a more deep-seated problem. Besides simply reporting the incident, staff can offer parents resources to investigate for more professional help.

(See related article on page 3.)

Appreciation for the Custodian

It's easy to overlook the contributions made to a school-age program by the person responsible for cleaning up the program site or who makes necessary and numerous repairs. The custodian is oftentimes unseen, doing most of his or her work in the evenings after children and staff have gone home. But for those sites located in a school building, the custodian is a valuable link between the before and after school program and the school's administration.

Although an employee of the school system, the school custodian is probably the only person who is going to be at the school as early as you are or stay as late as you do. Principals and teachers, even cafeteria workers, have long since departed when an emergency arises. Who do you call? The custodian is an important ally and a key relationship that merits careful attention.

Custodians can offer many resources besides just being called on to clean up a mess. Ask the custodian to take the children on a tour of the "inner workings" of the school. Where are the heating and cooling elements? What kinds of "treasures" are stored in the basement?

Ask him to show the children his tools. How does he fix a radiator so the school will stay warm in the winter? What does he do when a toilet or sink is leaking?

Try to make the custodian's job easier. What kinds of clean-up can you involve the children in that will create less work for him?

In a recent article in *Child Care Information Exchange* (Sept./Oct. 1995), custodians from various child care programs offered some tips which help them do their jobs better. They requested that staff and children in programs:

— Pick up after themselves
— Put things back where they belong
— Clean up paint stains
— Try not to make black marks on the floors
— Take things out of cubbies
— Keep sand outside

For smaller programs who do not employ custodians, and have to clean up themselves, the following may be useful:

- One part wax to three parts clean water makes an effective floor cleaner
- "Goo Gone" is a cleaning product which removes gum, scuff marks, crayon and tar
- Keep bathrooms and garbage cans smelling fresh (it's easier on everyone's noses!)

Finally, don't forget to show appreciation for the custodians who keep your program site clean. Find out from

(Continued on page 6)

Conferences . . .

(Continued from page 8)

ONTARIO Nov. 16-18, 1995
Ontario SACA, Kingston
Contact: Wendy Mitchell 613-544-5400 ext. 1133

BRITISH COLUMBIA Nov. 17-18, 1995 **New Listing** SACCA of B.C. 2nd Annual SA Conference, Vancouver. **Contact:** Carol Anderson, 604-739-3099

NSACA '96 April 25-27, 1996
8th Annual National Conference, St. Louis MO
Contact: Bonnie Vento, 314-225-4494

DO WE HAVE *YOUR* SAC CONFERENCE DATES?

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SAC CONFERENCES

NEW JERSEY Oct. 20-21, 1995
NJSACCC Coalition Conference, Forrestal Village
Contact: Dennis Groomes, 609-582-8282

VIRGINIA Oct. 20-21, 1995 **New Listing**
VSACC 2nd Annual Conference, Richmond
Contact: Elizabeth Moreau, 804-358-6153

MICHIGAN October 24, 1995
MI SACC Conference, Detroit
Contact: Barbara Papania, 313-467-1574

ALASKA Oct. 26-28, 1995
AEYC, Anchorage
Contact: C&C Services, 907-696-5884

NEW MEXICO Oct. 28, 1995
NMSACA Alliance Annual Conference, Albuquerque **Contact:** Mike Ashcraft, 505-292-2298

INDIANA Nov. 10-11, 1995
AYS Child Services SACC Leadership Conference, Indianapolis, Jim Therrell
Contact: Kathy Wilsong, 317-920-3781

(Continued on page 7)

RESOURCES

LEGO® Training Available

LEGO Dacta, the educational division of The LEGO Group, offers free in-service training to demonstrate how to use LEGO® bricks in ways to excite the imaginations of children.

School-age programs are included in the groups the Dacta people are willing to provide staff development workshops for when their materials are involved. The group also has age-appropriate construction activities to fit in with curriculum development and have already developed curriculum matrices showing how LEGO DACTA® sets can be used to implement curriculum models such as The Creative Curriculum, High/Scope, National HeadStart Standards and NCTM Mathematics Standards.

For a catalog and more information, call 800-527-8339.

Free Contests Guide

Need an exciting and unique group project for your program? How about entering a contest? Tricycle Press, in conjunction with their new book *All the Best Contests for Kids #5*, by Joan and Craig Bergstrom, also offers a free guide on how and why to enter contests with your group.

To order the guide (available in January) send a 9x12" SASE with two first class stamps to: Best Contests Guide, c/o Tricycle Press, P.O. Box 7123, Berkeley, CA 94707. Ask for ISBN #1-883672-35-X.

All the Best Contests for Kids #5 is the 1996-7 version of a book the Bergstroms first published in 1990. It will be available from Tricycle Press in December. 288 pages. $8.95 ($12.75 Canadian). ISBN #1-883672-29-5. Call 800-841-2665 to order.

Other Catalogs

Tricycle Press also carries a full line of colorful and educational posters, including food posters, space and the zodiac, dinosaurs, and others. Call their order department to request their complete poster catalog.

Other "must have" catalogs:

These companies offer a full range of books and other resources which enhance any school-age program's library. Call and request their catalogs today:

Gryphon House: 800-638-0928

Redleaf Press: 800-423-8309

National Association for the Education of Young Children: 800-424-2460

Volume XVI #3 The Newsletter for School-Age Care Professionals November 1995

School-Age NOTES

ISSN0278-3126 © 1995 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

PS 024861 School-Age NOTES' 15th Anniversary 1980 - 1995

NSACA Launches Accreditation Pilot

Culmination of $1.6 Million Investment

The Dewitt Wallace-Reader's Digest Fund has awarded the National School-Age Care Alliance (NSACA), in collaboration with the Wellesley School-Age Child Care Project, a grant of $100,000 over a three-year period to develop and implement a national accreditation system for school-age child care programs. (See the two articles on page 7 for more about funding for this project.) This system, called the National Program Improvement and Accreditation System (NIAS)will improve the quality in three ways, one of which will be granting accreditation. The other two ways of improving programs are by setting professional standards and supporting program improvement with ongoing technical assistance. It is this last part which builds in support for improvement that makes this system much more comprehensive than just an accreditation system.

The $100,000 grant received by NSACA is just part of the funding that has led to the launching of a pilot accreditation system. The National Program Improvement and Accreditation System is based on ASQ (Assessing School-Age Child Care Quality), a self-study process developed by Susan O'Connor of the Wellesley SACC Project. The SACC Project began working on ASQ in 1990, since then a total of $1,640,000, including the recent $100,000 to NSACA, has been awarded toward work on developing, rewriting, and site testing of ASQ and now development and testing of standards for the accreditation system.

There are over 70 pilot sites of NIAS in the following states: WA, CA, AZ, NM, TX, GA, CO, KY, MD, NC, NJ, IL, MA. Some sites will be on Army and Air Force military bases.

What If You Want To Be Accredited?

If your program is interested in school-age accreditation, you will have to wait for completion of the pilot phase. During that time the pilot standards and the accreditation process will be tested. The pilot standards will be available for purchase and comment in January and, of course, ASQ has been available from the Wellesley SACC Project (617-283-2547) for those interested in a self-study program.

Official Title

The following title description is from the official pilot standards:

"The National School-Age Care Alliance Pilot Standards for Quality School-Age Child Care developed by the National School-Age Care Alliance and the School-Age Child Care Project at the Wellesley College Center for Research on Women for the Pilot Phase of the National Program Improvement and Accreditation System (NIAS) with the support of the DeWitt Wallace-Reader's Digest Fund, the American Business Collaboration for Quality Dependent Care, the U.S. Army, the U.S. Air Force and the National Association of Child Care Resource and Referral Agencies. Based on the ASQ (Assessing School-Age Child Care Quality) Program Observation Instrument and Questions for the Director by Susan O'Connor, Thelma Harms, Debby Cryer and Kathryn A. Wheeler copyrighted by the National School-Age Care Alliance 1995."

INSIDE

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Solving Conflicts through Entering the Child's World

SAN's editor Rich Scofield, has returned to being a caregiver two afternoons a week in a SAC program. The following are some of his observations.

Well, we've finally gotten past the comments of "Who's that old man on the playground?" Now, I am "Rich," someone the kids can come to when there are problems.

If I had been closer... [the kids] would have tried to bring in "the adult" to intervene...

It becomes clear that there are both different awareness levels and different skill levels of how we interact with children and how we help children with their conflicts. Two incidents reminded me of the need for staff to be able to differentiate appropriate times to intervene and to utilize multidimensional skills when they do intervene.

One of the great balancing acts that improve with skills and experience is if

(Continued on page 3)

Keynote speaker James Conway regales the audience with stories about his experiences working with 9 to 15-year-olds.

(Photo by Sandy Whittall)

Young Adolescent Needs Addressed in Colorado

by Sandy Tsubokawa Whittall

Governor Roy Romer of Colorado, in collaboration with the Colorado Alliance for Quality School-Age Programs, sponsored the second conference, "Growing Up and No Place to Go: Developing Successful Programs for the 9-15 Year Old," October 5-7 at Keystone Resort. The conference started Thursday evening with a keynote address by James Conway, former Director of Training, Center for Early Adolescence at the University of North Carolina at Chapel Hill (which closed in June 1995).

Conway set the tone for the conference by interspersing comments on the current research with personal anecdotes in dealing with 9 to 15-year-olds, for example - he once asked his niece why the phone was off the hook beside her when she was watching TV. Her reply was that she was watching TV with her friend! As Conway remarked - developmentally appropriate behavior for the young adolescent.

Conway concluded his remarks with a story from his days as a practitioner:

Working in a mobile after school program in New York City, I was thrilled to see an open parking space right in front of the school. I parked the van and then realized, as I was boxed in by other vehicles, the reason why the spot was vacant. Disgusting, black, oily sewage was puddling in front of the school where I had parked. I intended to help each child into the van and avoid the mess, but they just jumped in over the puddle. As we waited for the last youth, I saw him running towards me, full speed. He stopped short at the curb, looked down and said, "Oh, a crushed rainbow," and then jumped into the van. We had both looked at the same reality from different perspectives - a dark, messy pool or a rainbow - both are the two realities of this age group. Therefore, we are the guardians of the present and the future for youth. We're the "Keepers of the Rainbow."

Editor's note: The Center for Early Adolescence at Chapel Hill has transferred its materials to the Search Institute in Minneapolis (see SAN, September 1995). James Conway is contracted with the Search Institute and can be contacted at 1416 Pennsylvania Ave., Durham NC 27705 or by calling 919-286-5635.

Model Programs . .

(Continued from page 7)

Center for Research on Women and the National School-Age Care Alliance will jointly oversee the project.

In the first phase of the American Business Collaboration, participating companies found that school-age programs were particularly important for their employees but believed that the quality of many of the existing programs did not meet the needs of their employees.

Middle School Youth Program

Collaborating companies will support the development of innovative after school and summer programs for middle school children (ages 10-14) that address their interests and needs as well as the concerns and anxieties of working parents.

Critical out-of-school time for middle school children is typically unsupervised, discretionary time — a time which represents opportunities for exploration and growth. Collaboration companies will support a study of what works best for this age group.

Based on the research results, participating Collaboration companies will develop, test and provide technical support for three pilot programs next summer. Additional pilot programs will be tested in 1997.

The other two national Championship Model Programs are:

- **Backup Care**. A series of backup and elder care programs will be developed starting this fall. The programs will be designed to meet the specific needs of individual companies and communities and could include in-home care, programs for mildly ill children and backup care registries.

- **Voice Technology**. In an effort to improve communication between parents and teachers, a school-based voice messaging system will be piloted in 97 schools in 10 cities starting in September. The system will provide individual voice mailboxes for teachers so they can leave daily messages for parents regarding school activities.

The project is designed to support the desire of working parents to become more involved in their children's schools and education. Studies show that parent involvement in their children's education is a stronger predictor of a child's success than family income or education level.

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A Child's World. . .

(Continued from front page)

and when to intervene in child-child conflicts. One of the great advantages of the program I work in is that it has a very large playground - both blacktop and grass with trees - that allows children to feel like they are out in the neighborhood away from the prying eyes of adults. Of course there is constant adult supervision but somehow sitting by a tree talking with your best friends or playing an intense game of tetherball on the other side of the field allows the illusion that it's a child's world.

One [first grader] came to me complaining, "He's messing up the rules!"

Several second and third graders were very involved in a tetherball game. I was obscured by a piece of playground equipment but could see and hear what was going on. An argument began over the rules and who got to play next. It started to get more intense and there was some jostling over the tetherball. I decided to stay out of it and see what happened. It resolved itself. Maybe not to everyone's complete satisfaction but that's what compromise is about — giving up something to get something else. In this case, what everyone got was continuation of the game. If I had been closer and they had seen me, most likely they would have tried to bring in "the adult" to intervene and it would have taken longer to resolve. This was entering the child's world by recognizing their need to resolve conflicts on their own.

For staff, this example means they need to know when to be blind to certain actions and perhaps even how to position themselves so they aren't so conveniently available to solve every dispute. For programs, this example means that having lots of space for children to be in their own world is important.

The other incident reminded me of the multidimensional skills needed by staff to enhance children's experience.

All it took to solve this conflict was a one sentence suggestion based on the child's imaginary world.

Two first graders were playing in the large outdoor sandbox. One came to me upset and complaining, "He's messing up the rules!" I immediately started thinking about ways to help him talk to the other child so they could resolve it themselves. But that wasn't needed when I learned what was going on.

New sand, which was white, had been added to the sandbox. The old sand underneath was a golden brown. In digging down and discovering this brown sand the one child had proclaimed that it was "gold" and that it was all his. The second child was upset at this "messing up of the rules" which I guessed to mean not sharing the "gold." Of course there was lots of room to dig in other places but I realized this first grader was "into" his imaginary play and wanted to continue to play with the other child. So, I entered the child's world and suggested that he pick up a magic wand (any available stick) and proclaim that whatever it touches it turns into gold. His eyes lit up with the sudden realization that in this imaginary world he could make it the way he wanted it to be and triumphantly returned to the sandbox with his magic wand.

All it took to solve this conflict was a one sentence suggestion based on the child's imaginary world. Often simple conflicts and problems can be solved by getting into the children's world of play. For running inside it may mean asking children to obey the school zone speed limit of 15 mph (which you demonstrate as walking). So we can be playful in applying safety rules without continually nagging over enforcement.

How do we help staff with recognizing the different awareness levels of how and when to intervene in the children's day-to-day conflicts and how do we help staff obtain the different skill levels? Because of time and budget constraints we can't have "debriefings" after each episode. However, it may be good to think about how some form of debriefings can occur. These can be informal and even spontaneous but should allow staff to share successful interventions or non-interventions and to ask for ideas on other ways that may be more helpful. I get my best ideas from other caregivers. Working with the staff's own experiences is what will have the highest success rate in changing staff behavior and improving their child interaction skills and ability to "enter the child's world."

Reader Comments

Dear Rich,

When I read about your experience on the first day back in the "trenches" I was reminded of my own first days at various school-age programs. It almost sounded like you were at one of my old centers when you spoke of the children running ahead and you chasing after them. I appreciated your honesty because, I too have been there! It is valuable to me, as a reader, that you offer a perspective that I can relate to. I look forward to more accounts that make me and others realize that we are not alone.

Sincerely,

Debra Nasdor
Training Coordinator
Baltimore City Child Care
Resource Center

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Stained Glass Medallion

You will need a 6" square of lightweight cardboard from which to cut a circle 6" in diameter. Draw another circle 1/2" in from the edge of the first circle. To draw concentric circles use a compass or let the children draw around 2 plates.

You will also need black poster paint or black tempera paint, colored cellophane, scissors, glue and a craft razor.

Inside your circles create your design. Below are samples of two that are workable.

Cut away the parts to be replaced with cellophane and paint the circle and the design black. Save the pieces of cardboard cut away. Use them as patterns for cutting the cellophane. The cellophane needs to be a little larger than the pattern all the way around so as to have room for the glue.

Stained Glass Cookies

1 c. sugar	2 1/2 c. flour
1/4 c. butter	1 t. baking powder
1 egg	pieces of hard candy
3 T. milk	crushed (life savers or
1 t. vanilla	suckers)

In a large bowl, cream the butter and sugar. In another bowl, sift together the flour and baking powder. In a third bowl, beat the eggs, milk and vanilla together. Add the flour mixture and the milk mixture alternately to the butter/sugar mixture, mixing well until smooth. Chill dough until firm enough to handle.

Let the children roll the dough with their hands like modeling clay into thin snakes. Arrange each into a design on a cookie sheet covered in aluminum foil. The designs can be any sort of holiday shape.

Pinch the ends of the snake together so that the outline of the design is one continuous piece, to hold in the melted candy. Sprinkle a thin layer of the crushed candy inside the design.

Bake at 375° for 9 minutes. Cool before removing from the foil.

Marbelous Gift Bags/Paper

You will need: a 13" x 9" x 2" pan or larger, oil-based paint in a variety of colors, plain white paper or paper bags, turpentine or paint thinner (for clean-up), a paint stirrer; newspaper, rubber gloves and aprons or old shirts for smocks to protect clothes and work area.

Put 1/2" of water in the pan. Pour small amounts of the different colors of paint on the surface. Swirl the paint with a stick to create a pattern. Float the paper on the surface of the water, making sure it contacts the paint. Lift the paper off the paint by first one corner and then the other. Lay the paper out to dry.

Holiday Ornaments

You will need plastic candy molds, plaster of Paris, empty mustard squeeze bottles, ornament hooks and paints.

Mix the plaster of Paris and put it in the squeeze bottles so the children can fill their own molds.

Place the ornament hooks while the plaster of Paris is still wet.

Let the ornaments dry overnight before painting.

Games with Easy Props

Peanuts

Fill a cold drink cup with peanuts in the shell. For each player's turn, dump them from the cup onto the table. See how many you can pick up without causing any of the other peanuts to move. Take turns in groups of 2-4. The winner is the player with the highest score — 1 point per peanut.

Paper Bags

1) Tie large paper bags on your feet for elephant feet. Do a relay. If outdoors you can run, but if indoors you may need to skate or slide your feet.

2) Blow up small paper bags and burst them. (Good for New Year's.)

Toothpicks

1) A game for 2 players — Put down 15 toothpicks. On your turn you can pick up 1, 2 or 3 toothpicks. The object is to make your opponent pick up the last one.

2) Use only 17 toothpicks and make 6 equal squares.

3) Using different colored toothpicks, have children make holiday creations. These "puzzles" may be glued to paper, cardboard, felt, or burlap.

41 Activity Ideas

The minimum number of Activity Ideas in this issue is 41.

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DECEMBER CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
DECEMBER DAYS	Dec. 1, 1955 — This was the day that Rosa Parks refused to give up her seat on a Birmingham bus. Dramatize this event.	Dec. 10, 1830 — Birthday of Emily Dickinson. Older school-agers will like some of her poems. Read a few just for enjoyment.	Dec. 10, 1948 — United Nations Human Rights Day. Get a copy of the Universal Declaration of Human Rights. What areas do we need to work on as a nation?	Dec. 18, 1865 — Ratification of the 13th amendment ending slavery in the US. How many years ago was it? How many generations?	Sir Issac Newton (1642) and Clara Barton (1821) were both born on Dec. 25. He invented Calculus. She started the American Red Cross. How many more Dec. 25 birthdays can you find?
DECORATE	Give each one a pine cone to decorate with poster paints, metallic paints, glitter or sequins.	Make a wreath of handprints or bend a wire coathanger into a base for a wreath of greens.	Hang icicles on crepe paper streamers.	Make a giant holiday card. Think big — as in refrigerator box for cardboard, covered in white paper and painted like a mural — a group activity, naturally.	Use white shoe polish for snow scenes on windows. A paste of Bon Ami works also.
GIFTS TO MAKE	Glue yarn around and around a frozen juice can to make a pencil can.	Make blocks for a younger child by sanding and painting wooden block – possibly sawing your own wood blocks to begin with.	Frame a special picture with a frame made of small twigs, craft sticks, toothpicks or matchsticks.	Decorate a cigar box or a metal box with a hinged lid. Think about the recipient and what the box would be used for and decorate appropriately.	Make bath powder. Use 10 drops of essential oil or perfumed oil for each 1/2 cup of cornstarch. Mix it with your hands. Package it in an airtight container.
WRAP IT UP!	Dip heavy string in glue and create a design on a block of wood. When it dries, use it with a stamp pad or paint it with tempera paints to print the design on wrapping paper.	Toilet paper tubes make nice containers for wrapping small gifts or candies.	Make marbelous wrapping paper or gift bags. (Directions on p. 4)	Cut a potato in half and carve your design out of the cut side of the potato. Use tempera paint to print your designs.	Try wrapping a package in aluminum foil. Make a bow with curly ribbon.
GAMES	IT goes out of the room while the group chooses a leader. All begin an action such as clapping hands. IT comes back in. The leader keeps changing the action and all follow the leader. IT tries to guess the leader.	Play non-elimination musical chairs. Players stay in but the chairs are eliminated one by one.	Throw a ball within a circle. IT is outside the circle and tries to tag a player in the circle while that player is holding the ball.	Blow up balloons. Tie one to each ankle. Players try to stomp others' balloons while saving their own. No body contact!	Pass a ring on a string. The string is tied to form a circle large enough for all the players to hold it overhanded with both hands. IT tries to guess who has the ring as it passes hand to hand along the string.
YEAR'S END HOLIDAYS	Dec. 26 — Boxing Day (English). Make small gifts for public servants (cookies, candles, bookmarkers, paperweights, etc.) When you give it, say "Happy Boxing Day."	Dec. 26 — Wren Day (Irish). Make holly bushes out of red and green construction paper. Make wrens out of clay, paper or felt.	Dec. 26 — Kwanzaa begins (African-American). Discuss the 7 principles of Kwanzaa. Find out about local celebrations. Make a craft item using red, green and black as the colors.	Dec. 22 — First day of winter and longest night of the year. Try a nighttime activity such as a glow-in-the-dark craft item or making shadow pictures with a flashlight.	Dec. 31 — New Year's Eve (Roman calendar). When does the New Year begin on other calendars (Chinese, Jewish, Islamic?) How do those celebrations differ? Try something new this year.

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Washington Notes

by Charles Pekow

Charles Pekow is the editor of "Day Care U.S.A." This report was written exclusively for SAN readers.

Coordination Grants Available - Deadline December 15th

If you want to strengthen links with other youth and family service organizations, your chance for a federal grant may have arrived. But you have to work in a federally-designated Enterprise Zone or Empowerment Community. The Ounce of Prevention Council and Dept. of Housing & Urban Development (HUD) are offering $1.2 million in grants for coordinating youth activities, especially linking after-school care with other programs. Grantees can get up to $150,000.

Grantees must use the funds to coordinate and integrate existing services designed to keep youth out of violence and crime, not for new services or to support existing ones. Grantees can, however, hire staff, assess needs, link services and develop plans to address community needs. Ideas: School-age providers can work with programs involving adult role models or substance abuse and family service programs.

Grantees must pay at least 25% of program costs, either in cash or in-kind. If you want the match requirement waived, send three years of financial statements and explain why you can't meet it. Grants can last up to 18 months.

Governments, Indian tribes, institutes of higher education, non-profits, Enterprise Zone/Empowerment Community governing structures and consortia of the above groups may apply. Such local governing structure must endorse all applications from their areas.

For applications, contact Office of Economic Development, HUD, Room 7136, 451 7th St. SW, Washington DC 20410, (202) 708-6355, TDD (800) 877-8339. Deadline: Dec. 15.

New Youth Services Bill Clears Committee

The Senate Labor & Human Resources Committee approved the Youth Development Community Block Grant Act (S.673). Most of the money would go directly to the counties with few strings attached and every county in the country would get a share. The first $900 million could come as early as this year, with unspecified sums in the next four years.

Local agencies would decide how to use the funds for youth development needs "broadly defined as nonacademic activities designed to help youth develop social, moral, emotional, physical and cognitive competencies using active, experiential learning methods." Any organizations or individual could get a county grant, including non-profits, governments, schools, etc. Religious organizations could compete, as long as they don't use funds for sectarian activities.

Ninety-five percent of the funds will go directly to state and local community boards. Indian organizations would get 1.5% and 5% would go to overseas territories. The Administration for Children & Families (ACF) would get the remaining 3% for administration, training and technical assistance (T&TA), monitoring, evaluation, etc.

States would have to pass at least 92.5% of their shares to local governments. They could keep up to 4% for management, T&TA, etc. They could use up to 3.5% for emergencies or additional projects in low-income areas. States would get their share based on formula giving equal weight to the number of children in the state, the number from low-income families and state juvenile crime rates and each state would get at least .5%.

Grantees must use funds for new services, not to supplant current funding. They have to pay 20% of costs with non-federal funds or in-kind contributions the first year, 30% the second year, 40% the third and 50% in subsequent years. Counties must use at least 85% of the money for direct services.

Communities must designate a board to administer the program. The local chief executive, youth services providers and the local school system would jointly appoint a board to oversee activities. Boards must have between five and eleven members, and must include mayors or managers of an city containing at least 30% of county population.

Counties could create larger advisory boards. So school-age providers who want funding will need to contact local officials and get themselves on the boards, or at least persuade the boards how their programs help children develop and steer them away form gangs, crimes, drugs, etc.

The new program would replace 18 current funding streams on the books, some of which haven't received full, if any, funding. These include The Ounce of Prevention Council, Local Crime Prevention Block Grant Program, Family & Community Endeavor Schools Grant Programs, Community Schools Youth Services & Supervision, Assistance for Delinquent & At-Risk Youth, etc. The funds may be in addition to the Law Enforcement Block Grant Congress is still considering, which allows school-age providers to compete for funds (SAN, Sept. 1995). But school-age providers would face less competition for the youth development money.

CNCS Seeks Comments

How's your AmeriCorps* experience? If you want any changes in the law, here's your first chance to suggest them. Authorization of the Corp. for National & Community Service (CNCS) expires next October and the agency seeks public input on reauthorization legislation it will send to Congress. Send comments by Dec. 15 to Terry Russell, general counsel, CNCS, 1201 New York Ave. NW, Washington DC 20525.

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ABC Business Collaboration to Invest $100 Million for Dependent Care, Including SAC

In a major commitment to support their employees, 21 major corporations have announced a joint $100 million initiative to develop and strengthen preschool, school-age, and elder care projects in communities across the country.

The companies are expected to take the lead in funding more than 1,000 projects over the next six years in a massive, collaborative effort that includes support for research and development for national pilot programs, including school-age child care accreditation and middle school youth programs. (See following article.) Over 100 projects are already underway.

The initiative, announced by the lead — or Champion – companies of the American Business Collaboration (ABC) for Quality Dependent Care, will provide support for a broad array of projects ranging from training for day care providers and science/technology camps for school-age children to a money management program for senior citizens.

The chief executive officers of the Champion companies made it clear that their support for dependent care was based on bottom line business factors.

"We believe that supporting the diverse dependent care needs of our employees is critical to our success as it enables our companies to attract and retain a productive, competitive, committed, and motivated workforce," they said.

"We do this because the availability of quality dependent care programs... enable our employees to do their best at work by helping them manage their work and personal responsibilities," they said.

The statement was signed by the CEOs of Aetna Life & Casualty, Allstate Insurance, American Express, Amoco, AT&T, Bank of America, Chevron, Citibank, Deloitte & Touche LLP, Eastman Kodak, Exxon, GE Capital Services, Hewlett-Packard, IBM, Johnson & Johnson, Mobil, NYNEX, Price Waterhouse LLP, Texaco, Texas Instruments and Xerox.

The announcement actually begins the second phase of the American Business Collaboration for Quality Dependent Care, a national effort launched three years ago to increase the supply and enhance the quality of child and elder care programs throughout the country.

During the first phase, some 156 businesses, governmental entities, and not-for-profit organizations invested more than $27 million in 45 communities in 25 states and the District of Columbia.

They supported 355 dependent care projects which have been utilized by more than 277,000 individuals to date, including dependents of employees and community residents.

Ellen Galinsky, co-president of the Families and Work Institute, said, "Our studies clearly demonstrate that for every dollar companies spend on work-life programs, they get back a return in terms of retention, reduced stress, and greater loyalty."

Mary Kay Leonard, a vice-president for Work/Family Directions, the Boston-based consulting firm which facilitates the collaborative process, said in the new phase there will be a greater emphasis on quality improvement, increased focus on developing services that meet the specific needs of working parents such as extended hours for child care programs and a sharp increase in projects specifically designed for school-age children.

New Championship Programs Will Serve as National Models

As part of the new phase of the American Business Collaboration for Quality Dependent Care (see previous article), there will be a significant research and development component designed to invest in Championship Model Programs.

. . .The quality of many of the existing [school-age] programs did not meet the needs of their employees.

To qualify as a Championship Model, projects must be innovative, national in scope, and replicable. The first four projects have just been announced. Two specifically impact school-age care:

School-Age Accreditation

In an attempt to develop the first national quality standards for after school and summer programs, the Collaboration is supporting a two-year pilot project which just began this fall (see front page article) that is expected to lead to accreditation of school-age programs.

The funds will support the development of an accreditation model which would cover such areas as staff training, indoor and outdoor environment, programs, health and safety, continuous improvement, customer service, and support of working families.

The goal for the national pilot is to "raise the bar of quality" for school-age programs across the country. There will be over 70 projects in 18 communities.

The collaborating companies will join a partnership that includes the U.S. Air Force and the DeWitt Wallace-Reader's Digest Fund. The School-Age Child Care Project at the Wellesley College

(Continued on page 2)

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SAC CONFERENCES

INDIANA Nov. 10-11, 1995
AYS Child Services SACC Leadership Conference, Indianapolis, Jim Therrell
Contact: Kathy Wilsong, 317-920-3781

ONTARIO Nov. 16-18, 1995
Ontario SACA, Kingston
Contact: Wendy Mitchell 613-544-5400 ext. 1383

BRITISH COLUMBIA Nov. 17-18, 1995
New Listing SACCA of B.C. 2nd Annual SA Conference, Vancouver, **Contact:** Carol Anderson, 604-739-3099

NSACA '96 April 25-27, 1996
8th Annual National Conference, St. Louis
Contact: Bonnie Vento, 314-225-4494

DO WE HAVE *YOUR* SAC CONFERENCE DATES?

RESOURCES

Museum Kits

The Children's Museum of Boston offers a variety of kits composed of authentic museum artifacts for rental by schools, after school programs and others. Designed to enhance social studies, language arts, science, math, and health curricula, or to just have fun, the kits come with teacher's guides, activity supplies, and audio/visual materials, in addition to the artifacts.

Kits are available in more than 100 subject areas, including explorations of a variety of cultures and countries, arts and crafts, science studies and health issues. New kits include one on festival activities, complete with instructions, set-ups and supplies for fairs and festivals.

For more information on what's available and rental terms, call 800-370-5487 or write to The Children's Museum, 300 Congress St., Boston MA 02210-1034, ATTN: Museum Kits.

Advanced Issues in SAC at NAEYC

An afternoon of discussion of current and future trends and issues facing the school-age care field will be facilitated by board members of the National School-Age Care Alliance (NSACA) at the preconference day of the National Association for the Education of Young Children Conference in Washington, D.C.

This is an opportunity for the free flow of opinions, ideas and views of participants related to the direction of the field. Issues may range from appropriateness of three- and four-year-olds in school-age care to the reality of professional development with part-time workers. Participants are encouraged to bring their own "advanced issues" for discussion. Special guests will be Joan Lombardi, Associate Commissioner, Child Care Bureau, Administration for Children, Youth & Families and Linda Sisson, Director, NSACA's National Program Improvement and Accreditation System.

"School-Age Care: Exploring Advanced Issues in the Field" will be Wednesday, November 29, 1995, 2:00-5:00 p.m. at the Washington Convention Center. Check final program for room location.

Free LEGO Tips

LEGO Dacta, the educational division of the LEGO Group, introduces a new newsletter, ***Tips & Techniques***. This four-page, semi-annual newsletter is designed for grade 1-6 science teachers but after school programs that want to do more with LEGO DACTA® materials may find it helpful. The press release says "*Tips & Techniques* is distributed free to new and existing LEGO DACTA® customers, **as well as to those who express an interest**." [emphasis added] Call 800-527-8339.

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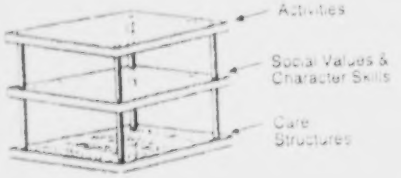
A New Way of Thinking About the Middle School "Program"

by the Work-Family Directions Middle School Design Team

The Work-Family Directions team has been working toward a new way of thinking about the notion of "program." This new perspective has generated some innovative implications for SAC and youth programming. This new framework helps to clarify what youth programs can accomplish and how they can accomplish it.

Imagine that a "program" is analogous to a three-dimensional chess game with three chess games going on simultaneously.

The top board (see figure below) represents the activities dimension of a program; the level where decisions are made about what kinds of activities to offer children/youth.



The middle board represents the social values/character dimension of a program. Program activities *always* contain a values component. For example, a soccer activity can help participants learn about respect, teamwork and cooperation. However, a soccer program run in a different way could contribute to learning about cheating, unsportsmanlike behavior and disrespect. In SAC, values are also evident in such areas as the making of rules and guidelines, the distribution of snack and the picking of sports teams. The values dimension must be as carefully considered and chosen as the activities dimension.

The bottom chess board represents the care structure dimension. The term "care structure" refers to the combination of two things:

a) policies, procedures and routines that help the staff to care for children/youth and,

b) the contractual obligations that exist between the provider-agency and the families of the children served.

Various care structures can be thought of as existing on a continuum with drop-in programs at one end and formal (licensed) SAC at the opposite end. Drop-in represents little or no contractual obligation between agency and families, whereas formal SAC represents a substantial contractual obligation. Several other types of care structures exist between these two extremes, and herein lies some of the innovative implications of programming for young adolescents. A program activity *always* involves some type of care structure— even if the agency is not aware of it!

Imagine that each chess board has squares on it, just like a normal chess board. These squares represent different options in that particular dimension. Each board can be rotated so that a particular activity option can be lined up with a specific cluster of values which, in turn, can be lined up over a particular care structure. The specific "program configuration" could then be found by putting one pick-up stick straight down through all three boards. The term "program" refers to the particular configuration of all three chess boards: i.e. the combination of the specific activity, certain values focused on, and a type of care structure.

This conceptual framework may help us to think more creatively about programming in the future, and may contain some important information regarding the design of programs for older children and young adolescents. ••

(Members of the Work-Family Directions Middle School Design Team who contributed to this article are Steve Musson, Betsy Gillespie, Jenni Martin, Michelle Seligson and Ronnie Mae Weiss.)

INSIDE

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What the End of the Dependent Care $ Means on the Front Lines

States have been receiving federal Dependent Care Grant funds since 1985. For most states it was only between $50,000 and $100,000 of which 60% went to school-age child care start-up and quality enhancement and 40% to resource and referral development. However, states used what little money was available very effectively, stretching thin dollars even thinner.

This year was the "bridge year" before the grant program is ended and additional funding (although not school-age specific) would be put into the Child Care and Development Block Grant (CCDBG). All Dependent Care money has to be spent by September 30, 1996—after that, school-age communities in the different states are on their own.

What center programs will notice right away is that there may not be any annual small grants for program quality improvement or expansion in their state. Dependent Care dollars helped start many of the existing public school and middle school programs.

Both program directors and front-

(Continued on page 7)

Letter to the Editor
The Joys of SAC

Dear Mr. Scofield,

I thought your readers would enjoy this vignette which was written by one of our college students reflecting on his first month working in school-age care. Chris has given me permission to send it to you.

Marge Culver, Coordinator,
Care After School, Inc.
Worthington, Ohio

"I never thought an occupation like this ever existed. Being hired as a recreation leader was the most wonderful experience for me. You get a chance to play with children of young ages and to enjoy the hours pass by the way the children see them pass by.

"I don't know, but being a grown-up right away, at an early age, has a little disadvantage. Being the eldest child in a family of three siblings, you are trusted upon a duty that requires early maturity and responsibility. Sure, I had my share of great childhood experiences, but I ask you, was it enough? I know there must be others who share my little glimmer of daydreaming that they wish to go back to their childhood where everything was a little simpler, fun and colorful. Now those days are gone, but to have a little peek into children's eyes brings back a wave of fun and frolic.

"I take my hat off to the teachers and staff who make up the Care After School program. Not only do they have a chance to contribute to a child's whole being, but they also have a chance to see again what we have left behind. To those who had a rough time growing up, now is the time to bask in the glorious feeling of being a kid."

by: Christian Rizo, Recreation Leader, Wilson Hill Care After School

15th Anniversary Special
Take Inventory of Your Human Resources

The following is from our second issue, November/December 1980. These ideas have remained fairly consistent in interest over the years.

What Can You and Your Staff Do Best?

One of the best sources of ideas for activities and things to do are the other people in your programs.

Don't try to provide an elablorate music and dance program if none of you have experience in that area.

Do bring in someone from the outside — either a volunteer or paid professional – if your groups feels a commitment to such a program.

Don't ignore your own interests, hobbies and special skills or those of the other staff.

Do share these with the kids and encourage the other adults to do the same. Look beyond the teachers and caregivers — cooks, custodians, parents and others involved with your program may have something interesting to share with the children. This can range from the school secretary who raises rabbits to the custodian who rides a motorcycle to work.

Post a resource checklist. On it have areas for sports, hobbies, skills, etc. List some examples. We often forget we have various interests and skills until someone jogs our memories.

Remember — kids have interests and areas of expertise too. Often it is the children who teach adults new games and sports.

An Activity for Getting Activity Ideas

Have the children interview each other as to their interests, likes, dislikes, etc. with an eye toward programming.

You may have to help the children frame the questions to get useful information. Such questions can be:

➥ What are your favorite games? Sports? Craft activities?

➥ What would you like to do here in the program that you don't get to do?

Then have the children put up a large chart/list of all the answers. List which kids like checkers, playing school, etc. and which can do (and thus, maybe lead or teach others) certain craft activities, sports or other skills. As the adult, you may want to list all the other choices available in the program. This will help focus children who say "I don't have anything to do" or "I don't know anyone to play checkers with." You can simply point to the chart.

This activity not only helps with your planning and programming but also makes the children feel as though they have created the programming and that an adult has really listened to them.

Checklist of Interests

Playing: __checkers, __cards, __kickball, __monopoly, __dolls, __cars, __basketball,

Collecting: __stamps, __baseball cards, __bugs, __rocks, __coins

Doing: __photography, __cooking, __woodworking, __sewing

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All Day Programming

Planning for the Unexpected

(from the Nov./Dec. 1980 issue)

Many programs are faced with sudden all day operation. School might be closed because it's a snow day, the School Board runs out of money, the boiler breaks down, the teachers go on strike or the cafeteria gets flooded.

What are you going to do with the kids for 10 hours or longer? How are you going to staff your program? As teacher/director, when are the critical times that you need to be there? Let's face it — you aren't superwoman/man. You can't be there 12 hours a day.

Even if you solve the staffing and activities for the full day, the children are in high gear because of the unexpected day off from school, yet they're still expecting the high intensity of the afternoons. They aren't ready for spending a full day at your program. They haven't got that slower paced, more relaxed routine that comes with summer programming.

A set of contingency plans are needed. This type of day is draining on all. It is one of the times that you need to be more structured than usual while at the same time it catches you off guard in terms of planning. Many programs that use activity centers and free play find that extending center time all day won't work.

It may be necessary for more adult directed/led activities, often involving large groups. While the philosophy of a home-like atmosphere works well for before and after school, it sometimes breaks down when the children/staff are confronted with living with each other as a group of 20, 30, etc. for 10 hours in a different than usual situation.

Activities

Have a "bag of tricks" ready for these emergencies. Save the best spine-tingling books (to read aloud) or attention-getting activities for such days.

Bingo — Make this game more fun by saving all the free and donated "gizmos" you get — such as rulers, balloons, pencils and pens, hats, plus any games, books, etc. — that you are contemplating throwing out. Add to this a dash of store-bought inexpensive items. (There still are such things for under 50¢.) Now you have a box of prizes that will keep the children playing for hours. Let winners select their own prize. use this sparingly or you'll run out of interesting prizes and it will lose its effectiveness.

Special Box — Create a box of books and magazines that only comes out on extended days. Motorcycle and car racing books, *National Geographic*, *Life* and other such publications are all useful.

Cubby Houses — These special places can be used as secret clubhouses, etc. Use blankets or sheets over chairs, tables, etc. (This helps break up a room full of kids.)

Staffing

It is difficult enough staffing extra adults for the known extended days such as holidays and teacher in-service days, never mind the unexpected full day.

Volunteers — Think of all the people connected with the school system who don't work when the schools shut down— principals, secretaries, teachers, aides, cooks, etc. Are any of these related to your children, i.e. parents, uncles, older siblings? Contact them to find out if they would be willing to come in for part of a morning or afternoon. (If you ask them to come in all day you will quickly burn-out anyone crazy enough to agree!)

Staff Scheduling — If you are the director/teacher, determine the critical times you need to be there and slower times that don't require your presence. If you need to open the program in the morning, maybe you don't need to be there during rest time (A quiet time after lunch which can often be more beneficial to staff than children) and maybe you can have someone else lock up.

Junk Galore a Hit!

SAN's editor, Rich Scofield, has returned to being a caregiver two afternoons a week in a SAC program. The following are some of his observations.

Art activity planning is not my strong suit, neither is leading a group activity. (Mary-Helen, our office manager, and other drafted staff and innocent bystanders do the activity pages 4 & 5 of the newsletter.)

Beth, the director at the program, knows my weaknesses but it was my job-share week to do the "art project." I said, "For years I've taught in workshops that you don't have to know what you are going to do with recycled junk. Put it out, start tinkering with it, make it seem something special, and the kids will get involved and come up with loads of creative ideas."

Well, it was time to "put my money where my mouth was" and see how it worked. Beth said she had plenty of junk she had been saving for such a project but asked "What do you want to call it?" I said "I don't know, how about *Junk Galore*!" So that's what went up on the schedule board.

The directions were simple— see if you can make something out of all these pieces of junk that is one of these three things: 1) artistic - that it looks pretty or is interesting to you; 2) functional - something that could be used for something or could be a toy; 3) # of pieces - see how many different pieces of junk you can use to make something.

The kids dived in and one of them came to the art area and said "What are you doing?" The other one said in an exasperated tone, "Don't you know? It's Junk Galore!" In fact, the next day one of the children was disappointed because they wouldn't be there after school and wouldn't be able to participate in "Junk Galore Part 2: The Sequel."

Lessons learned from part 2 — Don't put too much out. Don't mix giant cardboard pieces or boxes with table type junk. (They should work with large pieces on the floor.) Limit the number of kids participating to what's manageable. Don't take your hands and eyes off the special store bought additions such as pretty ribbons, pipe cleaners, or other craft materials or else it will get "gobbled up."

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Celebrating M. L. King's Birthday

✨ Have a birthday party on Monday, January 17.
✨ Check out a biography.
✨ Put up a poster or bulletin board.
✨ Prepare a puppet show about his life and accomplishments.
✨ Look in you local newspaper for pictures of him.
✨ Locate on a map places such as Birmingham, Montgomery, Washington DC, Atlanta and Memphis.
✨ Find out about local observances of the holiday.
✨ Get a copy of his "I Have a Dream" speech (Aug. 28, 1963) and practice reading it aloud. Why do you think it is famous?
✨ Find out about Mahatma Gandhi and non-violent resistance. How did Gandhi influence Dr. King?
✨ See if you can find out what his middle names was before he changed it to Luther. Why do you think he changed it?
✨ Ask someone who went on the Million Man March to reflect with you on the ideals of Dr. King and our progress toward those ideals over the past two decades.
✨ To celebrate similarities and differences, try this idea from *Friendly Classroom for a Small Planet*. Give each child an orange. Allow a few minutes for children to get acquainted with their own orange. Pile all the oranges in the center of the room. Each child should be able to pick out their own orange. Discuss how this is possible. (Instead of oranges, apples or bananas, or even potatoes may be used.)

Figure This Out

W.B. Purvis, a black inventor, patented the fountain pen in 1890. Find out how these pens worked to draw ink in and store it in a rubber cartridge inside the pen, keeping the tip inked. What other kinds of pens also preceded the disposables we use today?

Do Nothing Day

January 22 is *National Popcorn Day*. If this doesn't suggest ways of using popcorn for yourself or for the birds, perhaps you'd rather observe *National Nothing Day* instead. National Nothing Day was invented on January 16, 1973 by a newspaper editor who wanted a day just once a year on which no one is honored, nothing is commemorated, and no one has to do anything! See who can do nothing at all for the longest time.

More Games

Seven-Up

Seven are chosen "It." The other players put their heads down on their desks, eyes closed, but with one arm outstretched on the desk, thumb up. Each of the seven "Its" taps the thumb of one player. Then the "Its" say "Heads up, Seven up!" Each one tapped has a chance to guess the one who tapped him, but none should be positively identified until all seven players tapped have guessed. Then the guessers who have correctly identified the one who tapped them get a turn at being "It."

Vegetable Soup

Sit in a circle. Give each child the name of a vegetable. "It" calls out the name of a vegetable, or two or three. All with that name trade seats. "It" tries to get a seat. On the call "Vegetable Soup," all players change seats.

Cooperative Spin

Players sit in a circle on the floor. Give each player a number to start. A player spins a Frisbee on its edge in the center of the circle and calls out a number. The player with that number comes and gives the Frisbee another spin and calls out another number. The object is to keep the Frisbee spinning continuously, without letting it stop or fall down between players.

Snowflakes

Start with a square piece of paper. Fold it in half diagonally to make a triangle. Fold the triangle in half to form a smaller triangle. Fold triangle again into a smaller triangle. This triangle will have two folded edges, but one edge will have no folds.

Cut out designs along the three sides of this triangle. Unfold you snowflake.

Hang you snowflakes as mobiles.

White Clay Recipe

To make white clay for the snow activity on page 5, you will need: 1 cup cornstarch, 2 cups salt, 11/3 cups cold water, pan, bowl, spoon, plastic bag. (Makes 3 cups)

1. Put salt and 2/3 cup water in pan and boil.
2. Mix cornstarch with remaining water in bowl and stir well.
3. Add salt mixture to cornstarch mixture in bowl while still hot.
4. Knead
5. Mold clay into desired shape and let dry several hours.
6. Store unused clay in plastic bag in refrigerator.

What Else Can You Do on a January Day Indoors?

✔Write thank you notes. Even prepare your own stationery.
✔Make a collage out of holiday cards.
✔Change the decorations in your room.
✔Have a picnic on a blanket indoors.
✔Paint a rainbow. If you need a pattern, put a glass of water on a sunny windowsill.

52 Activity Ideas

The minimum number of Activity Ideas in this issue is 52.

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JANUARY CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
JANUARY	January is National Soup Month. Make homemade soup together. Or, read the book *Stone Soup* and make illustrations.	Jan. 6, 1878 — birthday of Carl Sandburg, poet and Lincoln biographer. Read from *Early Moon* or *Wind Song* or play recording *Poems for Children.*	Jan. 20, 1847 — birthday of W.R. Pettiford, founder of Alabama Penny Savings Bank. Make a bank for saving coins. How can you open a savings account?	Jan. 21, 1827 — *Freedom Journal*, first black paper. What articles and features do you think this newspaper had? What would you put in your own "Freedom Journal?"	Jan. 23, 1737 — birthday of John Hancock of Massachusetts, observed as National Handwriting Day. Why? Practice a distinctive signature of your own.
HEROES	Post a photo of a hero with quotation or other clue, but no I.D. Challenge sleuths to discover the identity and post new clues for others still working on it.	In a sharing circle, describe a hero/heroine you respect and tell why.	Look in local newspapers for everyday heroes — people who went beyond job or family expectations to do something significant.	Think of persons in your own family or people you know who have done/are doing something courageous. Remember there are different kinds of courage.	Write a note of appreciation to someone who helps you, your family or your school or community and who expects no recognition for it.
SNOW	Melt white chocolate in microwave or double boiler. Drop it from a spoon onto buttered wax paper to make snow people. Decorate with raisins.	In a circle, pass 4 snow balls, one with a button inside. "It" counts to 25; then play stops. "It" has 3 guesses to find the button.	Make a snow sculpture of your school mascot. If no snow, use white clay (recipe on p. 4) on a smaller scale.	*Decorative Snow* — Whip 1 cup liquid soap or soap flakes with a little water until stiff like whipped cream.	Observe snow flakes under a magnifying glass, or play appropriate music and let the children pretend to be floating snowflakes.
INDOOR GAMES	Play indoor hockey with rolled up newspapers, a foam rubber ball and 2 cardboard boxes as goals.	Cut a hole in the center of an old sheet just large enough for a Nerf ball to pass through. Players hold the edges of the sheet and cooperate to get the ball through.	Players stand in a circle, hands extended flat, palms up. Pass a ball hand to hand as quickly as possible without gripping it.	In a circle, players on hands and knees, heads to the center, pass a Frisbee around the circle from back to back without touching it with hands.	Throw a ball within the circle. "It" is outside the circle and tries to tag a player in the circle while that player is holding the ball.
WATER TRICKS	Put a penny under a glass of water. Look at it through the top of the glass. Can you also see it through the sides of the glass?	Fill a glass with water. Fold a piece of paper and put it and an inverted saucer on the glass as a lid. Holding them tightly together, turn the glass upside down.	Put a straw in half a glass of water. Why does the straw look bent?	Put a straw in a glass of water. Cover the hole on the top of the straw with your finger. Lift the straw out of the glass. The water stays in the straw.	Put 1/4 cup cooking oil in the bottom of a glass. Fill up the glass with water. Do not stir but wait for the liquids to settle. Which is on top?
WORLD NEIGHBORS	Choose a country in the news. Learn something about problems in that country and what is being done to solve them.	Learn some common words or phrases in the language of the country. If English-speaking, learn a song or proverb.	Learn a game, dance, folk song, story, legend or craft of the country.	Prepare a tasting party for a food or foods of the country.	Correspond with someone from the country, try to meet someone from the country, or find out about a hero.

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Sisson Named as National Director

Linda Sisson has been hired to fill the newly funded position of Director of Program Improvement and Accreditation for the National School-Age Care Alliance (NSACA). As announced in the November issue of SAN, NSACA, in collaboration with the Wellesley SACC Project, has launched a pilot accreditation project with a three year grant from the DeWitt Wallace-Reader's Digest Fund.

Sisson's duties will include overseeing the testing of the pilot standards and accreditation process at 70 pilot sites. She will also work on the task of building organizational support and capacity to implement the program improvement and accreditation system.

Linda Sisson is familiar to many in the school-age care field. She was the director of the Edina (MN) Kids Club for 15 years and a driving force for quality SAC both in Minnesota and nationally. She was a founding board member of both NSACA and MnSACA and chaired the 1993 NSACA national conference. She has been a contributing author to SAN and authored the book, *KIDS CLUB: A School-Age Program Guide for Directors*.

Sisson has moved to the Boston area for her first 18 months of work collaborating with the Wellesley SACC Project and will move to the D.C. area to be at the NSACA office for the second 18 months of this three year project.

For those familiar with the Edina Kids Club located in suburban Minneapolis and recipient of national recognition for the quality of its program, the new director is Doug Peterson a former Kids Club employee and school-age advocate.

Questions of Quality

by Linda Sisson, NSACA Director of Program Improvement and Accreditation

A system of program improvement and accreditation designed specifically for school-age programs is on the way!

The National School-Age Care Alliance (NSACA) in partnership with the School-Age Child Care Project at Wellesley College Center for Research on Women, is field-testing the system during 1996 and 97. During that time we also want to collect as much information as possible from everyone in the field including direct-care providers, administrators, trainers, and advocates.

This column will appear each month in SAN and will raise some of the big questions relating to quality in school-age care.

This is an important avenue of learning for us and a way for you to help share a system that will guide our work in years to come. I'll be eagerly waiting to hear from YOU!!!

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*Thanks to **Terrie Watch of GSACA in Atlanta, Georgia** for suggesting this month's questions on defining "stable staff." (If **you** have a question you'd like to see in this column...call me!)*

How Does Staff Turnover Improve Quality?

Low staff turnover or "stable staff" is generally considered necessary to make program improvements and sustain quality in a school-age care program. This month's questions are related to the issues of staff turnover:

- **What is a "stable staff"?** How do you describe it? How do you measure it? Do you look at length of experience with the program? Do you look at how many people on staff leave in a year?
- **Is it important to have low turnover at all levels?** Or just in leadership positions? What are those "leadership positions"?
- **How does high staff turnover impact the program?** What effect does it have on kids, parents, staff?
- **How does LOW staff turnover impact the program?**
- **How does a quality program deal with staff turnover when it occurs?**

I'm especially interested in your own experiences.

- What stories do you have about staff turnover?
- What have you heard children or parents say?
- How does it effect your own work when others on staff leave?

In Memory of Nancy Travis

Nancy Travis was the retired director and founder of the Atlanta Save the Children office and the Child Care Support Center there. She died July 27, 1995. Many know of her contributions to family child care, resource & referral and the development of children's programs worldwide, but some may not know her contributions to the field of school-age care. In the early 1980's when a series of related murders of African-American youth hit Atlanta, Nancy was one of the child care advocates to step forward and help plan programs to keep Atlanta youth off the streets after school.

Nancy was always a friend to SAC professionals, making sure we were included in discussions and had "a seat at the table." In 1981, when the people providing after school programs were not sure what the term "school-age child care" meant, she announced at a conference the importance of the new publication, *"School-Age NOTES."* Even though I was the founding editor/publisher, it mystified me why she would think this little S8 eight-page bimonthly publication with only 400 subscribers was so important. She said that having a publication about school-age child care helped legitimize it as a professional field even if it didn't have a lot of subscribers yet. It was one of the thoughts that has kept me going for 15 years.

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Dependent Care . .

(Continued from front page)

line staff in some states will notice that availability of inexpensive SAC workshops or any SAC training at all has dried up. Most likely some states will no longer have annual school-age conferences. (See next article.) Providers in programs will also notice the lack of free books and materials on SAC from the state and perhaps the closing of SAC resource lending libraries.

The Dependent Care Grant funding stayed alive for this many years only because of the tireless work of SAC and R&R advocates. Now the focus in states will be allocation of the Child Care and Development Block Grant (CCDBG) but SAC advocates will have to stake out their own piece of the pie since there are no mandated allocations to school-age care. In addition, states will be struggling with welfare reform and any additional lumping of funds into "block grants."

Many advocates and states have been "visioning" and planning for the coming changes in child care federal funds. In some states they have taken the strategy of gathering all the players and saying let's work together and decide priorities and funding ahead of time and present it as a collaborative, comprehensive package to the governor.

The fall newsletter of the Oregon School Age Coalition speaks about the cut in federal funding that supports their Oregon SACC Project which had been in the state education department. It then announces the move of the state SACC Project including its coordinator, Colleen Dyrud, to a newly created center at Portland State University that houses the Childhood Care & Education Career Development System. This move will save the state SACC Project and facilitate professional development for the field of school-age care, enrichment and recreation.

In Tennessee they are creating a school-age care alliance to save their conference. (See next article.) One state is considering the possibility of keeping its small grants program by using some of the CCDBG money in a similar fashion of small expansion and improvement grants.

The 1996-1997 school year will be a very different one in many states for SAC caregivers and directors as they work on quality and professional development.

Congratulations to SAC Conferences

School-age care conferences that were started in the 1980's are now coming up on their 7th or older annual conferences. This shows the development of the SAC professional field. States such as Ohio, North Carolina, Kentucky, Minnesota, Tennessee, Michigan, Illinois and New Jersey are in that category. The National School-Age Care Alliance will have its 8th annual conference in April. Special congratulations to the Florida School-Age Child Care Coalition which will celebrate its 10th annual conference in March and to the California School-Age Consortium which is the oldest continuous school-age conference which will celebrate its 14th annual conference in April.

With the end of the Federal Dependent Care Grant monies (see article on front page) which funded many of the state conferences, it will be interesting to see how these SAC conferences fare. Some, such as Tennessee, whose conference was sponsored by the Department of Human Services, received substantial subsidies. Tennessee is forming a Tennessee School-Age Care Alliance to keep the momentum going with a pared-back, completely self-sustaining conference. California, on the other hand, has many years experience in running fee-based, self-sustaining conferences.

Plan Now for NSACA '96

The 1996 NSACA Conference April 25-27, 1995 in St. Louis, Missouri is right around the corner. Look for registration material by the first part of February. (Late registration fees aren't applicable until after March 15.) Last year's conference attracted 2000 participants. This year's committee members are planning for a similar response.

Full Conference fee for 3 days is NSACA Member $110 and Non-Member $140. The Conference Hotel is the Adam's Mark in St. Louis. Single or double $106. Hotel Reservations 800-444-2326. For information call Bonnie Vento: 314/225-4494.

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SAC CONFERENCES

RHODE ISLAND Feb. 3, 1996 **New Listing**
RI SAC Conference, Providence, **Contact:** Laura Zeisler or Kristen Carreira, 401-456-8594

GEORGIA Feb. 22-24, 1996 **New Listing**
5th Annual GSACA Conference, Atlanta
Contact: Kim Nottingham, 404-373-7414

CALIFORNIA Feb. 24, 1996 **New Listing**
8th Annual Carousel SACC Conference, San Diego, **Contact:** Tricia Kendrick, 619-793-0071

FLORIDA Feb. 29 - Mar. 2, 1996 **New Listing**
10th Annual FL SACC Coalition Conference, Orlando, **Contact:** Cris Shaginaw, 407-568-6497

NSACA '96 April 25-27, 1996
8th Annual National Conference, St. Louis MO
Contact: Bonnie Vento, 314-225-4494

DO WE HAVE *YOUR* SAC CONFERENCE DATES?

RESOURCES

Flexible-Shaped Sandboxes

The Landscape Structures Sandbox uses the company's recycled TuffTimbers™ edgers to provide a flexible, environmentally friendly alternative to traditional sandbox designs. TuffTimbers can be arranged in a square, rectangular or L-shape of any size.

Unlike pressure-treated wooden timbers, TuffTimbers pose no danger from toxic chemicals or splinters. Once installed above or below grade, the Sandbox border never needs sealing or other routine maintenance.

TuffTimbers™ are molded from 100% post-consumer HDPE resin, the same material used in milk jugs, detergent bottles and other common containers.

Lanscape Structures Inc. has been an innovator in developing recycled products that conform to ASTM and CPSC safety guidelines. For a free 1995 Park and Playground Equipment Catalog, contact Landscape Structures Inc., 601 7th St. South, P.O. Box 198, Delano, MN 55328-9900. Telephone: 800-328-0035, FAX: 612-972-3185.

Multi-media

If your program has a computer with CD-Rom capability, *USA Today* reports on a new games program aimed at the 7-13 year-old crowd. *Thinkin' Things 3* has 5 fun and challenging games, "Half Time," "Fripple Place," "Photo Twister," "CarvingBlox," and "Stocktopus." Many of the games can be made harder as players get better. Retails for $40, should be available at most software outlets.

USA Today also mentioned a new video, "A Family Concert, Featuring the Roches (and the Music Workshop for Kids)." The trio of singers performs both funny songs and tender tunes about real issues (*When Kids Are Mean*). The video combines live concert performances, onscreen animation and dancing mimes. Retails for $15.98.

New P.E. Guide

The 1996 Front Row Experience catalog offers their latest movement education guides and coordination equipment for use in any program setting. New to the catalog this year is *Funsical Fitness* by Scott Liebler, an illustrated fitness/coordination guide to enhance physical, mental and social skills with equipment-free activities. Children can have fun while building character, confidence and coordination with activities like "Crazy Conducting," "Face Push-Ups" and "Adventurobics." For the 1996 catalog call 800-524-9091.

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Celebrating Exuberance

Is it wildness or is it exuberance?

SAN's editor Rich Scofield, has returned to being a caregiver two afternoons a week in a SAC program. The following are some of his observations.

One of the attributes of school-agers I had forgotten was their exuberance. I had forgotten both the gleefulness of the younger ones and the joy of playing hard by the older ones. Often exuberance happens with complete physical involvement without adult direction.

Maybe we should call those free play periods "aerobic play."

Yes, when two children continue their exuberant chasing from outside to the inside, we are not so thrilled about "exuberance." In fact, we often are challenged to discern whether certain play is out of control — wildness — and needs intervention or is appropriate exuberance. I believe we need to find ways to appreciate and celebrate our school-agers' exuberance and to help channel it into appropriate play.

One way to celebrate it is to relate positive observations to parents. Parents enjoy hearing how much their child enjoyed playing with friends or perhaps how "persistent" they were in a particular type of play. Two advantages to training staff to look for positive observations related to high activity involvement (exuberance) are that staff learn to be more appreciative and tolerant of certain behaviors and that parents learn that staff have positive and interesting comments about their children. This is helpful for those times when we need to relate "not so positive" observations.

I've noted many ways the children exhibit exuberance. It can be in the way they greet me, greet their friends or greet their parents. It is seen in the excitement of building vehicles with K'NEX and running them off ramps. When the part of the playground that has the sandbox and climbing equipment is "opened," it is the excitement with which the kindergartners rush to that area.

Exuberance is seen in sports, in practice with the tetherball, and in chasing on the playground. For me, it has been the easiest to observe in the kindergartners for whom, it seems, life is continuously exciting.

One advantage about physical exuberance that many may not be aware of is the benefit of aerobic exercise that occurs with physically playing hard for long periods. Maybe we should call those free play periods "aerobic play."

Learning takes root best when it is accompanied by a strong emotion. Exuberance and excitement are strong emotions. Our job as caregivers in after school settings is to provide appropriate opportunities for school-agers to harness their exuberance. It may be just the opportunity to run as hard and long as they can or the opportunity to learn to negotiate and compromise in the heat of excitement of putting on an impromptu variety show (which happened yesterday afternoon).

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Staff Must Get Paid for Training, Special Events

by Charles Pekow

The director tells staff to stay past closing time for a lecture by a local expert on family problems. Providers volunteer to come in on Saturday morning for a special party or open house.

The above scenarios sound routine. But what's not always routine is the staff getting paid for time. It should be though, because the federal Fair Labor Standards Act (FLSA) requires that providers get paid for all hours worked, whether on the premises or not, and whether they volunteer to work late or not. The Wage & Hour Division (W&HD) of the U.S. Dept . of Labor has advised center organizations across the country that they must pay for such time. In Minnesota, W&HD launched an investigation of possible widespread violations of wage and hour law, as chains operating in the state reportedly haven't paid providers for hours spent in training.

Here's a rundown on what W&HD offices have advised the child care industry:

Q: When must employers pay employees for time they spend in training:

(Continued on page 2)

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Training Pay . . .

(Continued from front page)

watching videos, attending classes, listening to lectures, etc.?

A: If an employer mandates training, the employer must pay staff for the time, be it during the normal work day or after hours. If the state mandates training, the answer gets trickier, as W&HD offices in different states have given different answers. The gist seems to be that if the employer has the burden of ensuring staff take training, the employer must pay for the time. In Minnesota, for instance, the state mandates that licensed centers record the training caregivers must take every year. If providers move from one center to another, the second center can't count training at the first center as part of a provider's annual quota. So W&HD ruled that the training primarily benefits the employer and requires payment. But in another state, such as Florida, where providers can transfer required training time, and the provider bears the burden of documenting training, W&HD has ruled the center need not pay. Best bet: check your state law. But W&HD considers time in classes required by law or employer as compensable time, even if providers choose which classes to take.

Q: Does FLSA cover all staff?

A: No. It exempts administrators, supervisors and teachers. Though W&HD examines child care on a case-by-case basis, in most instances it doesn't count providers as teachers if their primary work doesn't consist of academics. But if a public school teacher works in an after-school program run by the same school, that teacher probably won't have to receive overtime or payment for training. The answer depends on what the staffers spends the majority of work time doing. Directors, for instance, usually qualify as administrators. But if a supervisor or trainer also works directly with children, the answer may lie in what he/she spends 51% of the time doing. FLSA looks at what employees actually do — not their title or job description.

Q: What are the remedies for non-compliance?

A: Providers can complain to W&HD. The can receive back pay for up to two years, or three years for a "willful violation."

Q: Must the employer always pay for training?

A: No. They don't have to pay if all four of the following criteria apply:

1) Training takes place after hours.

2) The employee attends voluntarily. This means free from a government or employer mandates.

3) The training doesn't relate directly to the job. If a provider freely takes classes that improve overall skills, not ones specific to working at a given site, for instance.

4) The employee doesn't "perform any productive work" in training.

Q: What if a provider shows up early or stays late?

A: If a provider shows up early and reads magazines waiting for the shift to begin, the provider doesn't have to get paid. But if a provider stays late for tardy parents to pick up children or a bus to come, the employer must shell out for the time. Likewise, a provider who stays late cleaning or preparing for the next day must get paid for the hours spent at the center. This rule applies even if a supervisor didn't request that the provider stay late — as long as the supervisor allows it or has reason to believe the provider is staying late. To keep overtime payments low, some centers state in employee handbooks that employees must get permission from their director for any work past their normal shifts.

Q: What if a provider is "on-call" waiting to see if enough children or staff show up?

A: If the boss tells a provider to wait on-site, the provider must get paid. If, however, a provider waits at home or must leave a number to be reached at, the provider doesn't get paid.

Q: What if a provider works at more than one site?

A: If a provider splits time between two programs run by the same organization, such as a preschool in the morning and school-age program in the afternoon, the organization must pay the provider normal overtime (time-and-a-half for each hour worked in a week above 40). So if a provider works 30 hours in preschool and 15 hours in school-age care, the employer must pay 5 hours at time-and-a-half the provider's normal salary. The organization must also pay the provider for travel time between locations. The same rules apply if two or more organizations agree to split a provider's time.

Q: What about work off-site?

A: It counts the same as work on the premises. Providers must get the same pay for an hour spent in activity planning at home as they do at the center.

Q: Where can I get more information and guidance?

A: Contact your district or field office of W&HD. It can provide copies of several publications, *including FLSA Handy Reference Guide, WH-1282, Overtime, WH-1325,* and *Hours Worked under the FLSA, Part 785.*

Charles Pekow is the editor of "Day Care USA." This report is written exclusively for SAN readers.

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Punishments or Consequences?

Any adult who deals with children wants them to be responsible, to make good decisions, to feel good about themselves, to have good people skills, to know how to plan and to know appropriate ways to handle stressful feelings. As caregivers, we want to encourage behavior that reflects these skills and abilities and discourage behavior that doesn't. We discourage what we don't want by intervening when a child breaks one of our rules, using either a punishment or a consequence.

Punishments teach children to obey by making them feel bad about what they have done, with the hope that they won't want to do those things again. Spanking, threats, loss of privileges, lectures, scolding and sarcasm all hurt children in some way, attacking their dignity and feelings of self-worth. And, in general, *when the fear of loss of dignity is more powerful than the need to grow, children stop learning and start protecting themselves.* You know the behavior: lying, blaming others, bragging, not listening, not trying, always asking for help (even when it's not needed), bullying, showing off, withdrawing, etc.

Spanking, threats, loss of privileges, lectures, scolding and sarcasm hurt children, attacking their dignity and feelings of self-worth.

Although punishments may result in short-term behavior improvement, in the long run, they primarily teach children that the person in control wins — at least as long as that person is around — so children learn to be more careful about getting caught. Punishment teaches children to be obedient, to do what they're told only because they fear negative results from an outside source of control if they don't, not because they believe in what they are or are not doing.

When the fear of loss of dignity is more powerful than the need to grow, children stop learning and start protecting themselves.

Consequences help children learn to make better decisions and to be more responsible. Which did *you* learn more from in life, experiences or someone telling you what to do or expect? Some of your greatest lessons probably resulted from your biggest mistakes.

Whereas punishment is control-based (the adult has the power and makes the choices), consequences are learning based; the child has the opportunity to make a choice and learn from it. Results teach the lessons and encourage children to think of better ways to behave or do things in the future.

Consequences can be natural— handle your milk carelessly and it may spill in your lap. When there is not a direct natural consequence, consequences can be applied logically that are directly related, so a child sees the connection between the choice and what happened as a result. There's no logical connection between fooling around (a poor choice) and spilling milk on the floor and then sitting in time out (punishment), but there's a direct connection between spilling milk because you were fooling around and then cleaning it up by yourself. Another example of logical consequences (versus punishment) is not putting the LEGO blocks away (a poor choice) and then not having them available to play with the next day (consequence).

There are three general consequences which can be used for broken rules, directly relating to skills that help children develop internal control: predicting, choosing and planning.

Predicting primarily serves as a warning without a threat. Simply ask the child what he or she thinks might happen in the future if the inappropriate behavior is repeated.

Choosing means giving the children two or three acceptable behaviors to choose from in the future as an alternative to what broke the rules. Ask the child to tell you which one he or she will do.

Planning involves asking the child to plan a solution to the problem. A plan is not a promise, but it needs to be specific about the actions(s) to be taken. Good plans say exactly what will be done. "I will tell how I feel with my words, not with fists" is better than "I won't fight with Lee." If a plan fails, go over it, step by step, to see what went wrong, so the child can fix it — another learning opportunity!

In the long run, [punishments] teach children that the person in control wins — at least as long as that person is around — so children learn to be more careful about getting caught.

It's important to empower our children, maybe now more than ever before. *Am I in Trouble? Using Discipline to Teach Young Children Responsibility* by Richard Curwin and Allen Mendler offers ways caregivers can give children the support, encouragement and problem-solving skills they need. It's a great resource for adults who want to help children grow up to be the best people they can be. Available from School-Age NOTES for $17.95 ($15.95 for subscribers) plus $3.50 shipping & handling.

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Toys

February 15, 1884 was the birthday of Erector Set inventor Alfred Carlton Gilbert. You build with Lego™ or Duplo™ blocks. Your parents may have had Erector Sets or Tinker Toys™ and your grandparents may have had Lincoln Logs.

Ask parents or grandparents about their favorite toys. See if they still have any of them.

What do you think the toys of the future will be?

Weatherman's Day

Weatherman's Day is the birthday of John Jeffries, America's first weather reporter. He lived in Boston during the Revolutionary War. Today the weather is in the newspaper or on TV. Both get their information from the National Weather Service, established by the government on February 9, 1870.

Invite a newspaper or TV weatherman to tell you how weather is predicted.

Collect the local weather feature of the newspaper for a week. Compare predictions to what actually develops.

Assign teams to watch the weather on different TV channels. All of them receive weather information from the National Weather Service, but are the weather predictions the same on all channels?

Cold Weather Food for the Birds

When it gets cold, birds need more food to keep warm. Besides the usual bread crumbs or popcorn, other possibilities for bird feed are millet, cracked corn, sunflower seeds, peanuts and suet mix. Different birds eat different things so you migh watch carefully to see if your bird visitors like some things you give them better than others. Maybe some things they will not eat at all.

To make a kind of suet mix, melt together 1 c. of crunchy peanut butter and 1 c. animal fat (such as bacon or hamburger grease), and add 2 c. cornmeal, 1 c. all-purpose flour and 2 c. dry oatmeal. Chill it. Slice it into cubes. Store it in the freezer for use as needed.

A strip of fat from meat or a slice of fruit might be welcome too.

Things to Make

Ice Candles

You will need paper hot drink cups, wicks, ice cubes and melted paraffin.

Fill the paper cup with ice cubes, place the wick in the cup, then pour the paraffin over the ice, filling the cup.

When the paraffin cools, lacy holes will be left where the ice was.

Baker's Clay for Jewelry

Mix 1 c. flour and 1 c. salt with just enough water to make clay. Form into jewelry. Use a toothpick to make holes for beads. Press a safety pin into the clay of a pinback.

Bake jewelry on waxed paper at 200° F to dry and harden it.

Games

A Game to Play with Dominoes

1. Place all the dominoes face down on the table.

2. If 2-3 players, each player draws 7 dominoes; if 4-5 players, each player draws 5 dominoes.

3. Players may not look at their dominoes, but lay them face down in a row.

4. The first player takes the domino from the left end of his row and puts it face up in the center of the table.

5. Each player in turn picks up the domino from the left end of their row. If it matches either end of the domino played by the first player, it can be placed on the matching end. If there is no match, the player puts the domino face down at the right end of her row, and play moves on to the next player.

6. The first player to play all his dominoes wins. If the game reaches a point where no can play their dominoes, there is no winner.

A Game to Play with a Pair of Dice

1. Players sit in a circle around the table.

2. On the first time around, players who roll 2 points make 2 points. No other combinations count on that round.

3. On the second time around, only a score of 3 counts. On the next round, a player must score 4 points to count, and so on through 12 points on round 11.

4. The winner is the one with the most points after the 11th round.

Gingersnap Turtles

Each turtle will need 2 gingersnaps, 1 tablespoon of frosting and 3 pecan halves.

For the frosting you will need 1 box (1 lb.) of powdered sugar, 3 egg whites and 3/4 teaspoon of cream of tartar. Combine the frosting ingredients and beat for 10 minutes until it hold stiff peaks. The egg whites will beat better at room temperature, but the frosting can be refrigerated in a ziplock bag or a tightly closed container and will keep several days for use as needed.

To make the turtles, put 1 T. frosting between 2 gingersnaps. Insert a whole pecan half with one end sticking out for the head. For the legs, cut 2 pecan halves in half lengthwise.

When exposed to air, the frosting will set up in about 20 minutes.

43 Activity Ideas

The minimum number of Activity Ideas in this issue is 43.

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FEBRUARY CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
FEBRUARY	Feb. 2 — Groundhog Day. Tradition says if the groundhog sees its shadow, 6 more weeks of winter will follow. What signs can you find to tell whether spring is almost here?	Feb. 4, 1927—Charles Lindburgh flew alone, nonstop, from New York to Paris. It took 33 1/2 hours, without a radio or navigation equipment. How long would it take today?	Feb. 6-8 — Sapporo Snow Festival in Japan began when children made 6 big snowmen. No snow? Make snowmen from cotton or marshmallows or make ice candles (see p. 4).	Feb. 8 — 86th birthday of Boy Scouts. Ask an Eagle Scout to explain the merit badges he's earned. Maybe a grandfather has badges in the attic. Compare badges then and now.	Feb. 12, 1809 — birthday of Abraham Lincoln. Make a log cabin out of pretzels and peanut butter.
MORE FEBRUARY	Feb. 11, 1847 — Thomas Edison's birthday, also Nat'l Science Youth Day. His inventions included the light bulb. Use a kersoene lamp to see how it feels to have no electric lights.	Feb. 19, 1878 — Edison patented the phonograph. Put an old record on a turntable, but play it using a paper cone with a needle stuck through the point.	Feb. 14 — Make Valentine tray favors for a nursing home or Veteran's Hospital.	Feb. 28, 1878 — first telephone book. Guess how many names it had in it. (50) How can you estimate the number of names in your phone book now?	Feb. 29 — Leap Year Day. What will you do with a whole extra day?
BLACK HISTORY MONTH	Sponsor an essay contest to call attention to the contributions of African-Americans.	Create a new poster for each week of Black History Month. Feature black achievers and their accomplishments in all fields.	Collect Black History Month features from your local newspaper. Make a bulletin board to display them. Note community events planned.	Design a banner or mural. Agree on general theme and layout. Let everyone contribute in some way to completing it.	Play a board game such as *African American Discovery*, a black history and biography game. (See Resources, p.8)
I AM A CITIZEN	Look at the Bill of Rights to see what rights are guaranteed to citizens. Discuss what each means and paraphrase for your group.	Write your paraphrase of the Bill of Rights on newsprint and illustrate it.	What do the colors, stars and stripes (or the color bars and maple leaf) stand for in the flag? Review etiquette for handling and respecting flags.	Find out about at least three people who are known as peacemakers.	Help solve a community problem that will make life better for young people.
PROP BOXES	*Greeting Cards* — cut fronts of old cards, colored paper, glue, glitter, book of sayings or verses, ruler, print samples, stencils, water colors, markers, old flower catalogs, lace doilies, heart patterns.	*Magnets* — magnets and things that may or may not be attracted to magnets. A pair of magnets that attract each other through a sheet of paper.	*Dance* — costumes, scarves, dance shoes, streamers, hoops, pompoms, umbrellas, rhythm instruments.	*Bakery* — modeling clay, pictures of baked goods, paper bags, cash register, bakers' hats and aprons, rolling pins, baking pans, play money, play oven and sink, cookbook, signs.	*Department Store* — clothing, racks and hangers, cash register, price tags, sales slips, play money, bags, checks, mirror, phone.
JUST FOR FUN	***Relay*** — Put on a coat and button it up. The next player helps unbutton it and puts it on himself, buttons it up, and so on. The first team to get its last player buttoned into the coat wins.	"I cannot tell a lie." But in this 20 questions game you must if you are *It*. *It* must answer every question the group asks, but the answer has to be a lie. Take turns being *It*.	Run a relay with a basketball between your knees. Use your hands only to transfer the ball to the next player.	***Skating Relay*** — Put a section of the newspaper under each foot and skate to the goal line and back.	Give each team plenty of scrap paper to build a tower. No tape, no staples, no glue — just paper, folded and flat. The tallest tower wins.

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Questions of Quality

by Linda Sisson, NSACA Director of Program Improvement and Accreditation

Note: *This column appears each month in SAN and raises some of the questions relating to quality in school-age care. I invite your feedback — your ideas and stories — related to these questions. This is an important avenue of learning for us and a way for you to help shape the school-age accreditation system that will guide our work in years to come. I'll be eagerly waiting to hear from YOU!!!*

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TILSISSON@WELLESLEY.EDU
Phone: *617-283-3460*

Setting New Goals for Parent Involvement

The New Year always brings with it notions of setting new goals in the various aspects of our lives. We always want to improve. The goals school-age care directors and staff set for their program are no exception. There is always a concern about providing a quality program.

One aspect of program improvement that is easy to sometimes overlook is parent involvement. This issue prompts two sets of questions this month:

How important is parent involvement? Is it a "nice to have" feature or a "must have" for quality school-age care? Is it realistic to expect busy working parents to want to be involved? What are the levels of involvement in your programs? How aware are parents of quality? How aware are they of the importance of their children's out of school time? What do they value most in their child's care?

In the face of declining resources for school-age care, who should be advocating for the needs of kids and their families? Is it possible without greater resources to provide quality care? What are the sources of support for school-age care in your community? How is that support encouraged, increased?

And finally, **is there any connection between these two sets of questions?**

Thanks to ***Mickey Seligson, Director, School-Age Child Care Project,*** *Wellesley College Center for Research on Women, for suggesting the second set of questions.*

Washington Notes

by Charles Pekow

Charles Pekow is the editor of "Day Care U.S.A." This report is written exclusively for SAN readers.

Veto Necessary to Restore Funding

As FY 96 enters its second quarter, school-age programs remain uncertain as to the extent or types of federal funding they'll get during the year. Threatened presidential vetoes stand between large cuts in funding passed by Congress, including the following:

An appropriations bill for the Dept. of Justice would knock out virtually all the funding approved in the 1994 crime bill for school-age programs. All that remains in the bill: $10 million for the Part D Youth Gangs program for grants to government and non-profits for programs to keep youngsters out of gangs, and $1 million for Law Enforcement Family Support, which police departments can use to pay for school-age care for families of officers under job strain.

Another bill would wipe out the Corp. for National & Community Service (AmeriCorps), which grantees are using to train and place school-age providers across the country.

Conferees also dropped a provision that would have wiped the Dependent Care Block Grant off the books. So Congress could fund it again.

Since Congress is still working on funding for the Dept. of Health & Human Services and a welfare reform package, subsidy programs are continuing as usual. But the welfare bill now in conference would merge At-Risk Child Care, Transitional Child Care and Work Activities Child Care into the Child Care & Development Block Grant (CCDBG). States would be free to spend part of their welfare grants on child care, but they couldn't divert child care money to other purposes. The Social Services Block Grant, however, would get cut 20% starting in FY97.

Though the legislation would encourage states to involve families with school-age children in work programs first, it doesn't mandate any services for school-age care. Conferees also dropped a provision that would have wiped the Dependent Care Block Grant off the books. So Congress could fund it again. The legislation also would require states to spend only 3% of CCDBG money on quality and availability activities, with a heavy emphasis on parent education.

Correction:

In the November issue, the percentage of the proposed Youth Development Community Block Grant that would go to overseas territories should have read .5%.

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'96 NAEYC Dallas Proposals Due January 26th

School-age care professionals get your workshop-proposal-writing 10-gallon hats on and shine your boots and spurs for submitting your presentation proposals for NAEYC's 1996 conference in Dallas November 20 - 23. **Proposals must be postmarked no later than January 26th.**

Dallas will be an interesting venue for the school-age track of NAEYC's conference since Texas was ranked #1 in the nation in number of "centers with after school" (4,510) and had the highest percentage of after school programs in all child care centers (66%). This was according to the Wilson Marketing Group's statistics (see Oct., 1992 SAN).

To have a strong school-age track, workshop proposals have to be submitted. NAEYC generally accepts a percentage of each subject area based on the number of presentations it can accept and the total number submitted.

For submission information and format criteria, check the Washington DC program (p. 210), the December and January issues of *Young Children*, or call the conference department at 800-424-2460.

Proposal Tips

- Be specific in both your workshop title and your presentation. *Example:* Instead of "Providing Quality Care" try "10 Ways to Provide Quality Care" and then in the workshop give specific examples for each way and ask participants for their suggestions.
- Avoid cutesy titles that don't explain what the workshop is about. *Example:* Instead of "Huckleberry Finn meets the 21st Century" try "Inexpensive New Technology Programming Ideas without a Computer."
- Pick one area of school-age care to discuss. *Examples:* summer program playground ideas; tips for new directors; working with a board of directors in SAC; developing policies for parents; finding good staff; setting fee structures and enrollment policies and procedures; in-service training; the difficult school-ager; preparing staff for the unexpected.

A Report from New Zealand

Dear SAN,

I have been working for the Out of School Care Network (OSCN) for over a year now and I have enjoyed the issues of your newsletter that arrive with such regularity on our door step here. I combine my OSCN work with an After School position, so I'm always hungry for the ideas and inspiration that "School-Age NOTES" provides.

This year the New Zealand Government announced the first chunk of funding ever to be allocated to Out of School Care and Recreation (OSCAR) services. The demand for OSCAR continues to grow at such a rate that they really couldn't ignore it anymore.

Unfortunately, the community sector in New Zealand is increasingly ruled by the philosophy of "user pays." This is reflected in the recent funding announcement which sees money allocated only for the establishment of new services. Once they are up and running the community (i.e. usually the families) foots the bill entirely.

We see it very much as a case of getting a "foot in the door" and look ahead to the long-term goal of recognition, professional standards and adequate ongoing funding, as well as the consolidation of our fledgling national body, The National Association for Out of School Care and Recreation (NAOSCAR) which Sandy Thompson (former OSCN Coordinator) has voluntarily steered for the last year. All this optimistically achieved by the time SAN gets to its 20th? Let's hope so!

John Kennedy
OSCN Coordinator
Auckland, New Zealand

Nasdor Named NSACA/ACT Coordinator

Deb Nasdor joined the AmeriCorps Action for Children Today Project (ACT) team in November as the School-Age Care Coordinator. The National Association of Child Care Resource and Referral Agencies (NACCRRA) and the National School-Age Care Alliance (NSACA) have collaboratively initiated this project to build community stability by improving the quality and availability of child care in the following six states: California, Washington, Texas, Georgia, New Jersey and Massachusetts. Nasdor will provide technical assistance and training to those AmeriCorps members working to provide quality school-age care.

Before accepting the new position, Nasdor worked to improve the quality of child care for the Maryland Committee for Children at the Baltimore City Child Care Resource Center. She provided child care training to parents and providers and acted as an advocate for school-agers by holding the position of secretary at the Baltimore City School-Age Care Alliance. Her experience covers many years of direct service to children of all ages and their parents. Nasdor has worked consistently in the field of child care as a family child care provider, aide, senior staff member, extended kindergarten teacher, director, trainer and parent.

Conferences. . .

(Continued from page 8)

ILLINOIS March 8-9, 1996 **New Listing**
10th Annual Spring SAC Conference, Chicago
Contact: Bob Black, 312-989-0222 or Maria Walker, 312-942-6501

TENNESSEE March 8-9, 1996 **New Listing**
7th Annual SAC Conference, Nashville
Contact: Cathy Henris, 615-313-4771

CALIFORNIA April 12-13, 1996 **New Listing**
14th Annual CSAC Conference, Los Angeles
Contact: Darci Smith, 415-957-9775

NSACA '96 April 25-27, 1996
8th Annual National Conference, St. Louis MO
Contact: Bonnie Vento, 314-225-4494

DO WE HAVE *YOUR* SAC CONFERENCE DATES?

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SAC CONFERENCES

RHODE ISLAND Feb. 3, 1996
RI SAC Conference, Providence
Contact: Kristen Carreira, 401-456-8594

GEORGIA Feb. 22-24, 1996
5th Annual GSACA Conference, Atlanta
Contact: Kim Nottingham, 404-373-7414

CALIFORNIA February 24, 1996
8th Annual Carousel SACC Conference, San Diego
Contact: Tricia Kendrick, 619-793-0071

FLORIDA Feb. 29 - Mar. 2, 1996
10th Annual FL SACC Conference, Orlando,
Contact: Cris Shaginaw, 407-568-6497

MINNESOTA March 2, 1996 **New Listing**
9th Annual MNSACA Conference, St. Paul
Contact: MNSACA Office, 612-257-6452

KENTUCKY March 8-9, 1996 **New Listing**
5th Annual KY Coalition for SAC Conference,
Lexington, **Contact:** Kim F. Townley, 606-257-5083

(Continued on page 7)

RESOURCES

Conferences of Interest

In addition to the school-age conferences which we list as a regular feature in SAN, the following national conferences may be of interest to many of our readers:

Children's Defense Fund National Conference

"Healing America: Building a Movement to Leave No Child Behind" is the theme of the Children's Defense Fund 16th Annual National Conference, to be held February 8-10, 1996 in Charlotte, NC. According to CDF President Marian Wright Edelman, the conference "seeks to rekindle a spirit of compassion and caring and mutual respect in our communities for all our childen."

For registration and housing information, call 301-353-1807.

Youth-At-Risk Conference

The Seventh Annual Youth-At-Risk Conference will be held March 3-5, 1996 in Savannah, GA.

Sponsored by The College of Education, Georgia Southern University, the conference theme is "Collaboration: Promoting Successful Youth."

For more information call 912-681-5551.

Save the Children® Conference

The 19th Annual Save the Children Family Child Care Technical Assistance Conference will be held March 28 through March 31, 1996 in Atlanta Georgia. The conference is sponsored by the Save the Children® Child Care Support Center of Atlanta which addresses the needs of the family home care provider.

For more information call Lynn Manfredi/Pettit [illegible]1578.

Black History Resource

A resource catalog of educational materials in African-American history is available from Empak Publishing Company.

Resources include booklets focusing on various aspects of black history, such as Civil Rights Leaders, Abolitionists, Blacks in the Arts, Black Scientists and Inventors, Black Women and more, written at various grade levels. Posters, teachers' guides, games (see p. 5) and other related materials can also be purchased to correspond with the themes.

For information on receiving a catalog call 312-642-8364.

Humor Anyone?

The "Humor and Creativity" Conference is scheduled for April 19-21, 1996 in Saratoga Springs, NY. Call 518-587-8770 for more information.

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School-Age NOTES

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A Middle School After-School Philosophy

While many school-age care programs have developed mission statements or statements of the philosophy of their program, it is unusual to see a program that has both younger and older school-agers develop a separate philosophy for their older kids program. The University School of Nashville (USN) has a total enrollment of 270 children with 140 enrolled in the middle school program grades 5-8 which has completely separate space and staff from the K-4 program. The following is the philosophy distributed to parents on bright astro-pink paper:

The care and feeding of the early adolescent (ages 10-13) is a very special and challenging mission. An age-appropriate after school program must include activities and opportunities that meet the needs of these children and must provide a safe and consistent environment. At USN, the Middle School AFTER-SCHOOL enables the students to determine their afternoon activities within a framework of acceptable alternatives.

The middle school program transforms the cafeteria [and side rooms] each afternoon into a comfortable area where these young people can relax, chat, eat and play games. There are opportunities for advanced crafts, cooking, and field trips. If they choose, the middle schoolers can sign out to the gym, playground or soccer field. Whether organized or acting independently, each of these students is monitored closely by attentive staff members, who give them freedom of motion and a feeling of privacy. We are very comfortable with this "neighborhood" setting and believe that the children benefit from the experience of being able to direct a few hours of their very busy day.

Since one of University School's goals for the students is to encourage them to be compassionate, tolerant and mutually respectful, they are expected to respect other people's rights and property and to be courteous and well-mannered. It is important for the early adolescent to understand that there are predictable consequences for inappropriate behavior. The Middle School AFTER-SCHOOL staff involves students in the process of establishing rules and expectations in order to promote their developing sense of responsibility and self-control.

Observations

SAN's editor Rich Scofield, has been chronicling his return to being a school-age caregiver two afternoons a week. The program he works in is the University School of Nashville whose middle school philosophy is stated above. The following are some of his observations.

Working in the K-4th grade after school program provides an interesting view of what goes on in the middle school program. The shared space nature of the program is in sharp contrast to the dedicated space of the "lower school" program. There are fewer props and playthings and more space available to just hang-out, socialize and do homework together. But its not just the space issue but also the difference in developmental needs.

A primary difference is the type of staff. They are younger and easier for middle schoolers to identify with.

(Continued on page 3)

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AT&T Gives Aid for Conference Goers

Scholarships to attend the 1996 NSACA conference in St. Louis, April 25-27, are being made available by AT&T. Scholarship amounts are for the full registration fee of $110 and in some cases travel stipends may also be available.

Eligible recipients are limited to SAC staff who work in programs serving AT&T employees' children. Funding for these scholarships was provided by the AT&T Family Care Development Fund, a joint project of AT&T, the Communications Workers of America and the International Brotherhood of Electrical Workers.

Scholarship applicants should send a one-page letter describing the SAC program, the scholarship(s) candidate name(s), position, agency address, phone number; the number of SAC sites; the number of children served plus the number of AT&T children served. The Conference Program stated a February deadline, which has been extended to March 8.

Requests should be mailed to: 1996 Conference Scholarships, c/o C. Cuddeback, MN Department of Children, Families & Learning; 998 Capital Square Building; 550 Cedar St., St. Paul, MN 55101; FAX 612-297-5695.

Letters must be faxed or postmarked by March 8, 1996.

Note: *Preliminary NSACA Conference Programs were mailed 1st Class February 2. If you did not receive one, call Bonnie Vento's office at 314-225-4494.*

Interest in Middle School Issues

To the Editor,

I would like to see more articles written concerning middle school children, ages 10-14. As more parents are going out to work, with more hours, many new middle school programs are beginning to open. I am the Assistant Director for the A.S.A.P. (After School Activities Program) at the Wilson Middle School in Natick, Mass. Our program is three-fold: direct after school care, drop-in care and specialty clubs. Several other communities are now opening similar programs. The need is there and your newsletter will be of great value.

Robin F. Shaffer Sebastian
Framingham, MA

Editor's Response -

Interestingly, four years ago in the April 1992 SAN there was a letter requesting information about "programs for young adolescents" particularly "activities and experiences with different styles of providing 'care.'" (Coincidentally, the writer was from Quincy, Mass.) At the time, I responded that "while there is a demand from parents and the community for programs for middle school and junior high children and youth that there is a disturbing failure rate among these programs."

First, it should be remembered that in the mid-1980's we were talking about older kid programs as the new frontier of SAC. Fourteen years ago the Center for Early Adolescence had just published its "3:00 to 6:00 P.M." materials; by the mid-80's many school districts had been successfully running programs for several years and parents were asking about where their older kids could get afternoon supervision; and the federal Dependent Care Grant was giving money specifically for programs focusing on older school-agers. Programs failed because they didn't make the necessary changes to attract and keep older kids. According to the National Study of Before- and After-School Programs in 1991 less than 9% of after school enrollments were 5th grade and above. In fact, it was 6% for 5th, 2% for 6th and less than 1% for grades 7 and higher. And we in the field for almost a decade kept saying older kids were the new frontier of SAC.

Times change. In some ways, the momentum we thought was there 10 years ago has finally caught up and become reality. The past four years have seen significant changes for middle school programs. There have been the Carnegie reports, increased interest from foundations, and two national conferences on older kid programs with a third planned for this October in Trenton, N.J. These changes have been reported in SAN along with articles on models, ideas, funding and resources for working with older kids. Most recently the December feature article was on a "New Way of Thinking About the Middle School Program." We recommend our sets of back issues as a source of articles.

What you are unlikely to see in School-Age NOTES is specific one-time, art projects for older kids. From a practical point of view we know that adult-initiated, adult-directed activities have high failure rates with older kids. A good middle school philosophy emphasizes the need for older kids to do their own planning and initiate their own activities.

We applaud the three-fold approach the Wilson Middle School program has taken of providing accountable "direct after school care," drop-in care and specialty clubs. This approach meets the varying care needs and developmental needs of the youth and their families.

This has been a long, round-about way to say, indeed, there is more interest in middle school programs. School-Age NOTES has been including and will continue to include articles about older kids as evidenced by this issue with articles on the front page, page 6 and the letter below.

We appreciate readers sharing their concerns and interests so we can relay them to the rest of the field. — *Rich Scofield, Editor*

Dear Rich,

The Youth Express is a nonprofit youth agency in St. Paul, Minn. We have an after school program here called "The After School Express." This program works with students ages 8-14 and has been in existence for the past two years. We work in collaboration with area colleges. They provide us with tutors and volunteers to work with students. The program runs three days a week throughout the school year.

I am putting together a project to visit

(Middle School . . . continued on page 6)

Raw Egg Danger

Several readers brought to our attention the danger of using raw eggs in activities, whether edible or not. We appreciate readers' vigilance and help in bringing needed information to our readers' attention.

Dear Mr. Scofield,

First, let me say that I greatly enjoy School-Age NOTES. The information is well-presented and each monthly newsletter is filled with excellent ideas and activities for school-age care.

However, I have to express a concern over something I read in your January issue. Your recipe for gingersnap turtles immediately caught my eye. I love gingersnaps and this sounded like a fun project. I read a bit further and was surprised to see that the frosting required egg whites. With the warnings about raw eggs and the threat of salmonella, no recipe for a children's project, edible or inedible should include raw eggs.

There are many commercially prepared frostings and mixes that would be satisfactory for this project. Another alternative would be to replace the egg whites in the frosting recipe with milk or water.

There are so many tips and ideas and recipes that are included in SAN that I am sure it is overwhelming to belabor every detail, but this is one that could be dangerous. Thanks for allowing me to express my concern, and again, thanks for the high quality of School-Age NOTES.

Nadine Haglin
Community & Family Education
Saint Peter [MN] Public Schools
(See correction, page 4, col. 1)

School-Age NOTES

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The Sharing Circle

New but timeless, a Sharing Circle is a unique, highly effective small-group discussion process in which the participants, including the leader, share their experiences, thoughts and feelings in response to pre-determined issues.

Sharing Circles don't merely teach about social interaction, rather children *are* interacting, learning by doing! Each Sharing Circle provides a real-life experience of social interactions where they share, listen, explore, plan and problem-solve together. As they interact, children learn about each other and realize what it takes to relate effectively to others. They learn that behavior can be positive or negative — and sometimes both at the same time. They learn that consequences can be constructive, destructive, or both, that different people respond differently to the same event.

Sharing Circles are opportunities for children to observe themselves and others in action and begin to see themselves as contributing to the good and bad feelings of others. The Sharing Circle affirms the positive qualities inherent in everyone and allows children to practice effective modes of communication. Because Sharing Circles provide a place where participants are listened to and their feelings accepted, they learn how to provide the same conditions to other peers and adults.

There are two phases of Sharing Circles: sharing and discussion. First, using a carefully-chosen topic, participants are asked to state positions, to think about their reasons for selecting those positions and to listen to the positions and reasoning of others. Then, using specific questions, participants understand the shared information at deeper levels, evaluate new ideas generated by the topic and apply concepts to other areas of learning.

Although Sharing Circles are loosely structured, participants are expected to adhere to rules that promote the goals of the circle and assure effective communication, cooperation, trust and confidentiality. The seven *Sharing Circle Rules* are simple:

1. Bring yourself to the circle and nothing else.
2. Everyone gets a turn to share, including the leader.
3. You can skip your turn if you wish.
4. Listen to the person sharing.
5. The time is shared equally.
6. Stay in your own space.
7. No interruptions, probing, put-downs or gossip.

A complete description of the Sharing Circle process, with details on how to start them, how to lead them, location and timing suggestions, as well as many excellent topics and discussion questions, can be found in *Character Education in America's Schools*, now available from School-Age NOTES, $18.95 ($16.95 for subscribers) plus $3.50 S&H.

Pilot Standards for SAC Available

Hot off the press the SAC field gets a chance to look at national standards being used in a pilot SAC accrediation system. As reported in a feature article in the November 1995 SAN issue the National School-Age Care Alliance (NSACA) has launched the National Program Improvement and Accreditation System (NIAS). (Yes, the acronym dropped the "P.") There are over 70 pilot sites. While the pilot sites are already set, programs are invited to get copies of the pilot standards, see how they would work for their programs, and make comments as the pilot standards will be the basis for development of a national accreditation system for school-age care.

The National School-Age Care Alliance Pilot Standards for Quality School-Age Child Care... (for the full 23 lines of title see the November issue) are available for $10 plus $3 S&H. Payment must accompany order. (For NSACA members only - 10 copies or more are $6 each plus postage to be billed.) Make checks payble to "NSACA." Mail order to: NSACA Pilot Standards c/o AYC Services, 4720 N. Park, Indianapolis IN 46205. Include the name and address to be shipped to, # of copies ordering and $13 for each copy.

Observations . . .

(Continued from front page)

Their developmental need to socialize with peers and members of the opposite sex is shown in their need to "talk, talk, talk" and to do so in privacy. Recently, when the director, who has known most of them since kindergarten, started to approach a table of middle schoolers, she was politely but firmly told to go away; they were talking.

Their experimentation with independence and responsibility within a safe environment is evidenced by their indignation and protests at being told to go back inside from the playground and get their coats when the temperature was freezing. Apparently this is one of the privileges of being in middle school. They can decide on their own how much to shiver and shake!

What is your middle school philosophy? How do you effect opportunities in your program for older school-agers to have their developmental needs met even if it means to "shiver and shake?"

Black History Month

February is Black History Month. School-Age NOTES believes cultures should not be relegated to just one day or month a year, but rather explored year-round. We also understand there needs to be recognition and discussion on those specifc dates. Our January issue carried Black History Month activities and resources. As we have done in the past, we will continue to highlight specific cultural issues and themes throughout the year.

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National Women's History Month

March is National Women's History Month. March 6 is Women's Day in China and March 8 is Women's Day in a number of the Islamic nations. Start a scrapbook of clippings about women in the news this month.

Just to get you started, here are a few firsts for women that actually happened in the month of March:

March 1, 1864 — *Rebecca Lee* became the first black woman to receive a medical degree in the United States.

March 4, 1917 — *Jeanette Rankin* of Montana became the first woman elected to the House of Representatives.

March 4, 1933 — *Frances Perkins*, Labor Secretary, became the first woman to serve in a President's Cabinet.

March 12, 1912 – *Juliette Gordon Lowe* founded the Girl Scouts of America.

March 12, 1993 — *Janet Reno* became the first female Attorney General for the United States.

March 12, 1994 — The Church of England ordained its first women priests.

March 26, 1930 — Birthdate of *Sandra Day O'Connor* who became the first woman U.S. Supreme Court Justice.

You might enjoy creating first person monologues about these and other famous women.

They Just Don't Make 'Em Like They Used To

After four generations, great-grandmother's recipe just won't crack it anymore. So don't crack those eggs — throw them away! For the frosting recipe in the last issue, substitute powdered egg whites or try one of the boxed mixes. Grandma never heard of salmonella. (See related letter on page 2)

March Weather

March is a month of changeable weather. Make a wall calendar for the month. Make emblems for sunny, rainy, cloudy, partly cloudy, and so on. Consult the newspaper and follow the TV forecasts to help in posting your 5-day forecast. Fasten your emblems on your calendar with a removeable fastener so if your prediction changes you can change the emblem for the day.

Try this wintertime experiment once tried by Benjamin Franklin. Cut out fabric squares of various colors ranging from black, dark blue, light blue, all the way to white. Make sure all the cloth squares are the same kind of cloth (all cotton, etc.) so the only difference will be the color. This way the only difference in your results should be due to the color of the fabric.

Lay out your squares on deep snow on a sunny day. Keep watch as the snow thaws. In a few hours you may have the same result Franklin did. He found that the darker the color, the deeper the cloth had sunk into the snow and the whiter the fabric, the less the snow under it had melted.

Based on his experiment, Franklin decided that darker colors absorb heat (so the snow under them melts faster) but the whiter the color the more it reflects the heat away and the less the snow under it melts.

Based on Franklin's conclusions, what color do you want to wear on a cold day and what color on a hot day?

You can do this experiment by using a pan for each color and line the pan with construction paper of various colors. Put an ice cube in each pan and see which melts faster in the sunlight.

A Practical Experiment

As sugar feeds on the plaque on your teeth, acid is given off. The acid dissolves calcium. To see how this works, put a piece of eggshell in the bottom of a glass and add just enough water to cover it. Put another piece of eggshell in another glass and cover it with vinegar. Vinegar is acid.

Set both glasses aside until the liquid evaporates. What happens to the eggshells? The vinegar, an acid, dissolves the calcium.

No sugary snacks unless you can brush afterward!

Measurements

As most of the world converts to the metric system, in the U.S. we stick with feet and inches and yards. Where did these measurements originate? Experiment with these: Bend the thumb at the first knuckle. Measure the distance from the first knuckle to the tip of the thumb. This will approximate 1 inch on an adult.

Measure the distance from your wrist to your elbow. Now measure the length of your foot. These should be the same. Bet you didn't know you carry a 1 foot measure around with you.

A yard is the distance from the tip of the nose to the tips of your fingers when you stretch out your arm as straight as you can. Have you ever seen anyone measure off yard goods or twine in this way? Try measuring a piece of string by holding one end on the tip of your nose and the other end between the thumb and finger of your outstretched arm and hand. How close to a yard is the measurement on an adult?

The cubit (about 18 inches) is the distance from the elbow to the tip of the longest finger. The hand, about 4 inches, (used for measuring horses) is actually the length of the palm of the hand.

Can you see how these measurements developed and how useful they were in transactions without formal measuring tools?

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40 Activity Ideas

The minimum number of Activity Ideas in this issue is 40.

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MARCH CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
MARCH	March 1—*Chalandra Marz* in Switzerland. Children wear costumes and parade, ringing bells to chase away winter.	March 7, 1876 — Alexander Graham Bell received the patent for the telephone. Whisper a message from person to person around a circle.	March 13, 1781 — Uranus, the 7th planet from our sun, was discovered by Sir William Herschel. Make a mobile of our solar system with planets of appropriates sizes.	March 17 — *St. Patrick's Day.* Play a circle game using adjectives from A to Z. "My shamrock is awesome;" "My shamrock is big," etc.	March 31, 1880 — Wabash, Indiana became the first town completely lighted by electric lights. How were cities lighted before? What did lamplighters do?
INDOORS	*Scavenger Hunt* — Take your scavenger hunt list and look through magazines clipping out pictures of the items on your team's list.	*Misnomer* — In turn, each player points to a body part and misnames it - pointing to a foot and saying, "This is my hand." Keep game moving at rapid fire pace.	*Pass It On* — Pass a funny face around the circle from player to player. Each one gets to start one. (A variation is to send funny sounds around instead.)	*Witnesses* — Players close their eyes while the leader takes one person out. Players then descibe the one missing — clothes, color of shoes, etc.	*Mirror* — Partners face each other. One is the Mover and the other, the Mirror. Mirror has to copy every movement, at same time. At a signal, reverse roles.
MAKE MAGIC	Make your own puzzles by gluing magazine pictures to light cardboard and cut into puzzle pieces.	Make puppets with paper tubes. Make heads with pingpong balls. Use yarn, fabric scraps, beads, sequins and glue.	Cut your initials from sand paper. Place a piece of paper over them and do a rubbing with colored pencils. Use for stationery.	Can you pick up a dime on the end of a straw? You can if you wet the dime first.	Put an inch of vinegar and 2 T. baking soda into an empty soda bottle. Stretch the neck of a balloon over the bottle neck. Hold the balloon up and watch it inflate.
ENERGY & ENVIRONMENT	Read about Rachel Carson, biologist and author (1907 - 1964), whose ideas started the environmental movement.	What sources of energy are used most in your community for heating, cooling, transportation, cooking, and lighting? How do these forms of energy affect the environment?	Collect stories and pictures of alternative energy sources such as wind, solar or geothermal. Find out how one of these works from someone who uses it.	Find out how heat and hot water are made in your school. Visit the furnace or boiler room if you can. How can you conserve energy by conserving heat?	One way heat is conserved is through insulation. Wearing layers of clothing uses this principle. Ask the caretaker how insulation prevents heat loss from a building.
DREAM HOME	Look at pictures of homes in magazines. Pick out features you particularly like in a home.	Use a box to create one room of your dream home. Paint or paper; carpet; dress the windows. Think about function as well as lighting, climate control and energy use.	Look at catalogs and price the furniture you would need for your home.	Ask a realtor to look at your pictures and give you some information about home ownership vs. rental in your area.	Make a drawing of the landscaping that will be around your home. Do you want lots of flowers and trees, or no yard at all?
MORE MARCH	March 1, 1961 — President Kennedy established the Peace Corps. To date there have been 80,000+ volunteers. Invite one to speak.	March 13, 1852 — The cartoon character Uncle Sam, representing the United States, debuted. Make a cartoon character to represent your school or town.	March 27, 1828 — birthday of American landscape artist Edward M. Bannister. Create a landscape with colored pencils or water colors.	March 29, 1867—The British Parliament created the Dominion of Canada. Find the provinces and their capitals on a map or globe.	March 30, 1867—The United States bought Alaska from Russia. Look for Alaska and Russia in an atlas as they are today.

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Washington Notes

by Charles Pekow

Charles Pekow is the editor of "Day Care U.S.A." This report was written exclusively for SAN readers.

Congress Finally Kills DCBG Dollars

It's official. The Dependent Care Block Grant went out of existence January 26, as President Clinton signed a continuing resolution to keep the federal government funded through March 15. The Balanced Budget Downpayment Act (H.R. 2880) put the program, which has earmarked funding for school-age care for a decade, out of business. [See SAN's December 1995 issue for "What the End of the Dependent Care $ Means on the Front Lines."] The grant technically remained on the books until then. But the Administration on Children & Families (ACF) declined to spend the money available for it under previous FY 96 continuing resolutions, since the administration's budget didn't include it.

Youth $ Continued

But the scenario could have turned out worse for programs dependent on federal money. Congressional and administrative leaders have all but given up hope on reaching a budget deal for this year, so they figure on keeping youth programs funded through September at basically the same rate they are getting funded right now.

All entitlement programs are getting funded for the first half of the fiscal year (through March) at their regular rates. So states will get their normal allotments of tuition funds for the Social Services Block Grant, Work Activities Child Care, Transitional Child Care and At-Risk Child Care.

And even though Congress had voted to kill several other programs that support school-age care, they continue under the continuing resolution because Clinton vetoed legislation to kill them. Though these programs lose 25% of their funding under the present arrangement, the fact that they survive represents a major victory for their supporters. Still, most of the 1994 crime bill money that could have supported school-age programs won't become reality.

Federal officials don't know precisely how much money programs will get or how or when they will spend their cash — you may see delays in funding or partial funding or programs because Congress hasn't settled matters for the whole year. But here's a rundown on what programs will probably get.

Part D Youth Gangs: $7.5 million for the ACF program to keep youngsters out of trouble.

Community Schools Youth Services & Supervision Grant Program: $19.1 million for grant to community groups to provide services to school-age children.

Corp. for National & Community Service (CNCS): Approximately $353 million for **AmeriCorps and Learn & Serve** programs, which include using volunteers in school-age programs. The anticipated $117 million cut from FY 95 will mean cutting the number of volunteers from 25,000 to 17,000. CNCS hasn't figured out how much it will make available for new grants and how much it will cut from the second year of existing grants.

Ounce of Prevention Council: $1.25 million. Last year, the council offered most of its money to projects that coordinated youth services, including school-age care.

Community Corps Grants Available

Get them while you can. Since it figures it will exist at least through this year, CNCS is taking applications for National Civilian Community Corps projects. Corps members travel to communities to work in community projects, which can include working with needy school-agers.

Any community group can apply for a partnership grant any time, as CNCS awards them on a rolling basis. It helps if you can offer room and board to corps members. Contact: AmeriCorps* NCCC Headquarters, Attn: Rodger Hurley, national project coordinator, 1201 New York Ave. NW, 9th Floor, Washington DC 20525, 202-606-5000, ext. 144. ❧

Middle School. . .

(Continued from page 2)

existing after school programs around the country. I recently received a "Leadership in Neighborhoods" grant that will enable me to travel to five cities that have programs.

I am hopeful that you will be able to refer me to existing programs that could be helpful in my journey.

Sunny Kase, Youth Program Director
168 N. Griggs St.
St. Paul MN 55104
612-659-0613

Editor's Note: *Here's a great chance to network with programs who meet the needs of older youth. If you'd like to invite Sunny to visit your middle school or youth program, contact her at the address and phone number above. See the following related story.*

Youth Express

The *Youth Express*, a nonprofit organization in St. Paul, Minn. offers a variety of programs for school-agers from ages 8 to 18.

Youth members develop programs and activities which offer opportunities in employment, enrichment and youth service. The programs guide the participants into adulthood and offer them a meaningful role in their communities.

The key to the success of *Youth Express* is that the youth design the programs themselves.

An extension of the services offered by *Youth Express* is a program called "After-School Express." This program, in partnership with Concordia College, offers enrichment programs for school-agers from ages 8 to 14 . [Concordia College has started a School-Age Care Certificate program for training staff - see the July 1995 issue of SAN.] The program meets three times a week and school-agers spend time doing homework, participating in small group activities and enjoying structured recreation after school on the Concordia campus.

Both the Youth Express and the After-School Express programs are growing due to increased interest and the recognition of the needs for older school-agers to engage in quality programs. For more information about these programs, call Sunny Kase at 612-659-0613. (see related letter on page 2.) ❧

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Mail Snafu Delays January Issue

Subscriber Addresses May Have Been Affected

You may have noticed your January issue was considerably delayed— or you never received one — or you received two copies!

For our January issue we attempted an automated mailing using barcoded address labels and mailed the newsletter at special presorted 3rd class postage rates. This was supposed to get the newsletter to our subscribers more efficiently while at the same time cutting our mailing costs.

The newsletter was actually mailed around the 12th of January, and we were assured that even though we were mailing them 3rd class, they would be delivered more quickly because barcodes were put on the labels. We didn't know until the newsletters were about to be mailed that the placement of the conference schedule next to the address area interferes with the automated process - so the newsletters had to go out at the regular 3rd class rate after all. (See related story on this page.) It took two weeks for the newsletters to be delivered in *Nashville*, so we can only imagine how long those of you from other parts of the country waited.

We also discovered in preparing for post office requirements our mailing list was run through special software to change addresses to what the post office thinks is the best deliverable address (usually this means changing a zip code or adding N. or S. or St. or Ln. etc. to the street line). Unfortunately these changes can change the deliverability of some pieces of mail.

Because of the slower mail rate that was used and concern over the change in some addresses, we decided to have replacement copies of the newsletter printed for U.S. addresses and mailed 1st class in a good faith effort to let subscribers know that we were keenly aware of the problem.

Please check the address label on the original January newsletter (the beige copy) and make sure it is correct. If it is not, please send the label to us with the correct address noted. If you never received the original January issue, we need to know. Please call us at 615-242-8464 or write P.O. Box 40205, Nashville TN 37204 with any delivery problems you experienced with the January, 1996 issue.

Note that while this February issue was mailed first class, we will attempt with our U.S. addresses to mail the March issue at the special presorted 3rd class rate. This does not affect our Canadian or other Foreign subscriptions which are still mailed at the same postal class as before.

We apologize for the delay in service to our subscribers. We continue to work on better methods to get the newsletter out in a timely fashion.

Conference List Changes

The postal requirements for automated mailing requires us to change the conference listing from its usual spot on the back page because it interferes with the post office's ability to scan addresses electronically (see related story on this page).

But never fear! We will still keep readers informed about all the state and national SAC conferences we hear about. Starting with this issue, look for the conference listing on this page (p. 7).

SAC CONFERENCES

MINNESOTA March 2, 1996
9th Annual MNSACA Conference, St. Paul
Contact: MNSACA Office, 612-257-6452

WISCONSIN March 2, 1996 **New Listing**
1996 SAC Conference, 1/2 Day, Milwaukee
Contact: Vicki, 414-964-5545

KENTUCKY March 8-9, 1996
5th Annual KY SAC Conference, Lexington,
Contact: Kim F. Townley, 606-257-5083

ILLINOIS March 8-9, 1996
10th Annual Spring SAC Conference, Chicago
Contact: Bob Black, 312-989-0222 or Maria Walker, 312-942-6501

OKLAHOMA March 8-9, 1996 **New Listing**
5th Annual SAC Conference, Oklahoma City
Contact: Luanne Faulkner, 800-347-2276

TENNESSEE March 8-9, 1996
7th Annual SAC Conference, Nashville
Contact: Cathy Henris, 615-313-4771

ILLINOIS March 30, 1996 **New Listing**
"It's Not Just Kid's Play: Quality School-Age Programs" with Rich Scofield, Players Riverboat, Metropolis, sponsored by CCR&R at John A. Logan College, **Contact:** Betty Brock, 618-985-2828, ext. 502

NSACA '96 April 25-27, 1996
8th Annual National Conference, St. Louis MO
Contact: Bonnie Vento, 314-225-4494

DO WE HAVE *YOUR* SAC CONFERENCE DATES?

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RESOURCES

Child Care Rallies for Mom Awaiting Transplant

The child care community in Illinois has rallied to help a mother who is suffering from cystic fibrosis. Jill Miller, a 32-year-old single mother, is currently on a waiting list to receive a double-lung transplant. Unfortunately, she has exceeded her medical insurance coverage.

Illinois area child care centers have donated 200 recipes for a cookbook as a fundraiser to help with medical bills.

"The recipes are delicious and are proven to work well in large and small facilities alike, even in the home," said Kimm Dodaro, one of the fundraisers.

The cookbooks sell for $12 postpaid and come with a plastic cover. Make checks payable to "The Jill Miller Medical Trust Fund" and send orders to: Attn: Kimm Dodaro, Amcore Bank, P.O. Box 1547, Woodstock, IL 60098-1547.

Different & Same Video Series

Family Communications, Inc., creators and producers of *Mister Rogers' Neighborhood*, has launched a new educational video series aimed at school-age children called "Different and the Same: Helping Children Identify and Prevent Prejudice."

Developed for early elementary children, pilot projects using the series in school-age programs across the country have been considered successful.

The series includes nine 12-15 minute videos for grades 1-3, which use puppets and live actors to dramatize themes such as stereotyping, speaking different languages, friendships across racial lines and standing up against prejudice. Included with the videos is an extensive teacher's guide and other training materials which offer prepatory and follow-up activities for each video plus suggestions on how to bring up these sensitive issues with children.

Some PBS television stations are making these materials available to schools and programs for free. The entire set can be purchased for $150.

For more information call Family Communications at 412-687-2990 or FAX at 412-687-1226.

Taking Daughters To Work Day

Plan now for the fourth annual "Take Our Daughters to Work" Day to be held this year on Thursday, April 25. The theme is "Vote for Me" because taking our daughters to work is a vote of confidence in them and a gesture of commitment to their future. More information on this event is available by calling 800-676-7780.

Pilot Standards

Now available. See page 3.

Volume XVI #7 The Newsletter for School-Age Care Professionals March 1996

School-Age NOTES

ISSN0278-3126 © 1996 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

Freeing Children from Labels

Psychology courses all warn about the dangers of *self-fulfilling prophecies*. Yet how often have we heard adults label a child as a *troublemaker*, a *picky eater* or a *smart aleck*? Someone notices a particular behavior and comments on it. Over time, children who are given these labels begin to play that role. After all, if *everyone* says Jimmy is shy, than he must be.

Even if we don't assign a specific verbal label, we communicate our opinions in our daily interactions with children. If we make excuses for them or prevent them from trying something they might not (in our opinion) do well, we tell them as loudly as if we spoke. We affect their opinions of themselves as well as their behavior.

We have the ability to free children of their restrictive roles, allowing them to become as capable as they can be. *How to Talk So Kids Will Listen and Listen So Kids Will Talk*, by Adele Faber and Elaine Mazlish, describes six skills any adult can use.

➥**Look** for opportunities to show children a new picture of themselves.

➥**Notice** behaviors that demonstrate strengths and abilities they don't believe they have. A timid child does not recognize a courageous deed, but you can. Point it out and comment sincerely on how much effort it must have taken.

➥**Put** children in situations where they can see themselves differently. Create opportunities for them to be successful, and let them know you are confident they can do what you ask.

➥**Let** children overhear you saying something positive about them. Recognize their triumphs, skills, etc., in conversations with other adults. Your appreciation and pride in their accomplishments will amplify them greatly.

➥**Model** the behavior you'd like to see. In situations children might not handle well, acknowledge having a feeling they might have in the same situation and model an appropriate behavior they can copy in the future. For example, you can express disappointment at not winning a board game and then announce that you'll be a good sport about it and congratulate the winner.

➥**Be a storehouse** for children's special moments. Remember all kinds of big and little things they did well to counteract the times they doubt themselves. If someone tells them they're uncoordinated, remind them of things they did that proved coordination, for example.

When children act according to old labels, briefly and clearly state your feelings and/or your expectations for the positive behavior you want them to practice.

It's important to keep in mind that positive labels — like *the smart one* or *the straight-A student* — can be hard to live up to and are just as confining and limiting as negative ones. Allow "perfect" kids to mess up or have bad days along with the rest of us.

A final thought: don't label yourself either — not as *good* or *bad* or *authoritarian* or *permissive* or any others. Remember that you're a human being with great potential for growth and learning. When you don't live up to your expectations, be as kind to yourself as you are to the children and your friends.

How To Talk So Kids Will Listen and Listen So Kids Will Talk is available from School-Age NOTES for $10.95 ($9.95 for subscribers) plus $2.50 s/h.

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Thoughts on Out-of-School Time, SAC & SACC

by Rich Scofield, Editor

What is the difference between out-of-school time, as in the M.O.S.T. Project (Making the Most of Out-of-School Time), school-age care (SAC), as in the National School-Age Care Alliance (NSACA) and school-age child care, as in Pilot Standards for Quality School-Age Child Care?

It's time to discuss how these terms are similar and different and to look at why we might want to keep SAC and SACC as separate specific terms.

A simple approach to distinguishing the terminology is to think of sets and subsets—like umbrellas:

Out-of-School Time
School-Age Care
School-Age Child Care

Out-of-School Time

Out-of-school time can be considered broadly as Joan Bergstrom in *School's Out–Now What: Creative Choices for Your Children* (1984) defines it as "almost 80% of a [schoolager's] waking time in an average year...A child's time out of school is the essential fabric of childhood and the underpinning of adult life...Out-of-school time is one of the most pre-

(Continued on page 2)

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Questions of Quality

by Linda Sisson, NSACA Director of Program Improvement and Accreditation

Note: *This column appears each month in SAN and raises some of the questions relating to quality in school-age care. I invite your feedback — your ideas and stories — related to these questions. This is an important avenue of learning for us and a way for you to help shape the school-age accreditation system that will guide our work in years to come. I'll be eagerly waiting to hear from YOU!!!*

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TILSISSON@WELLESLEY.EDU
Phone: *617-283-3460*

Staff Qualifications

The most important ingredient of "quality" is the staff of a school-age program. When we establish a standard set of staff qualifications, ***do we run the risk of inhibiting innovation, limiting diversity and discouraging creativity?*** By instituting uniform requirements for training ***will we end up encouraging mediocrity?***

➢ Can we establish core competencies and training requirements without creating barriers which will keep talented people from a wide variety of backgrounds from working in school-age care?

➢ What alternative avenues of training and credentialing are appropriate for school-age child care?

Please send me your comments and your stories.

➢ What attracted you to the field of school-age care?

➢ What unique qualities did you bring to the job?

➢ What are the most important things you needed to know to work effectively with school-age children and youth?

➢ How did you learn those things?

P.S. — These questions and more will be discussed at the Professional Development Forum on the first day of the NSACA Conference in St. Louis, April 25-27. Hope to see you there!

Out-of-School . . .

(Continued from front page)

cious commodities in the life of every child." Bergstrom does not focus on the care aspect but rather the broad concept of "the conviction that every child between the ages of six and twelve needs to spend some of that time developing special interests and skills."

It's under the broad umbrella concept of out-of-school time that "latchkey" and self-care programs fit, including phone "hot line" programs, instruction in self-care and activities such as tutoring, piano lessons, sports clinics — any single purpose adult-directed program. The aspect of "care" is not necessarily included. (The M.O.S.T. Project does not focus on this broadest definition but something closer to school-age care. See the January 1994 *SAN* for more on the Wellesley SACC Project's M.O.S.T. Project.)

School-Age Child Care

The narrowest "umbrella" of programs is school-age child care (SACC). This is the traditional, accountable care the professional field started with, is populated the most by the younger elementary school child and is most familiar to parents. In its most minimal sense, "accountability" is probably the key defining term for SACC. In SACC we always know where every child is and there is a chain of accountability from school to child care to the parent. In most cases SACC programs are regulated and licensed. Programs exempt from licensing are likely to be school-run, so there is a sense of public accountability. Family child care homes that are licensed or regulated and serve school-agers also fall under SACC.

It is because of the nature of accountability, regulation and minimum licensing standards that we can talk about quality standards. Thus we have the National School-Age Care Alliance's Pilot Standards for Quality School-Age Child Care as a part of the National Improvement and Accreditation System (NIAS). (See Feb. 1996 *SAN*, p. 3.)

School-Age Care

So what is school-age care (SAC)? This term was developed to be more inclusive of programs serving older children and young adolescents and programs that might philosophically be SACC but are not licensed and do not fit into the strictest sense of accountable care. The national professional association, NSACA, dropped the "child" in SACC to include these programs and provide a "seamless" professional field from kindergarten through early adolescence. (See Oct. 1992 *SAN*.) So when does a program go beyond school-age care and become just a program in a child's out-of-school time? The June 1994 *SAN*, p. 7 discussed this issue of the difference between an after school program and a program after school.

Discussion of these definitions will continue through opportunities such as Linda Sisson provides (see other article on this page) and at forums such as on Thursday at NSACA's conference.

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Keeping the Peace in School-Age Programs

by Sandy Tsubokawa Whittall

How can school-age care practitioners practice peace in their program year-round?

This is a question being addressed in a pilot project in three states. The project is coordinated nationally by Work/Family Directions and funded by AT&T Family Care Development Fund, a joint project of AT&T, the communications Workers of America and the International Brotherhood of Electrical Workers. Educators for Social Responsibility (ESR) author William Kreidler and Project Adventure experiential trainer, Lisa Furlong are working in Washington DC, New Jersey and Colorado to find some answers. The "peaceful duo" were in Colorado recently to facilitate a 2-day training on "Keeping the Peace in School-Age Programs."

The participants engaged in activities to address myths about conflict:

Myth: *Conflict is bad*

Fact: *Conflict is a part of interaction among people.*

Conflict among children in an after school program is common. Therefore, why not see it as an opportunity to teach the elements of a peaceful school-age program, which will in turn help children develop the social skills needed to become peaceful members of the community at large?

Elements of a peaceful school-age program:

- **cooperation:** This concept can be taught through cooperative games such as the ones found in the Project Adventure resources or books available through local libraries, bookstores or School-Age NOTES. These games decrease the importance of competitiveness and increase the importance of working cooperatively to help the group meet the goal of the game.
- **communication:** For young children, a "peace puppet" can be made from a long athletic sock, decorated with button eyes, colored markers and yarn hair and used to help children solve conflicts through story telling. The group leader can make up a story about a conflict two children are having and the "peace puppet" helps guide the children in how to use the process of identifying the problem/conflict, helps the children assign names to the feelings generated by the conflict and helps them see possible solutions for resolving the conflict.
- **expression of feelings:** Using a visual illustration of a stair step called an escalator and the notion of a conflict starting gradually on the first step, for example, with an argument over art materials such as feathers, starts with a feeling of "my needs for the feathers are being ignored." Intervention of the conflict prevents it from gradually "escalating" step-by-step into a fight. For children who proceed from that first step directly into a major conflict, a more apt analogy might be an elevator.
- **appreciation for diversity:** Name calling and others acts of exclusion of a group are a major source of conflict. Therefore, the process of inclusion and displays of acceptance and respect for children of different physical ability levels, different ethnic and religious backgrounds and other categories of the diversity of people need to be celebrated and acknowledged within the program in order for the children to become a community of tolerance and inclusion.
- **conflict resolution:** helping children identify the feelings and steps that lead to the escalation of a conflict are basic to this problem-solving model. Children's literature was used as a source for teaching the children to identify the steps that led to the conflict and how the situation could have been resolved. William Kreidler's *Teaching Conflict Resolution Through Children's Literature* has many examples and titles of books to read with children to help them role play and predict different outcomes for a conflict. One of the titles suggested was *The Zax* by Dr. Seuss.

The community of school-age providers that participated in the program can look forward to working towards peace and goodwill towards others throughout the year.

For more information about the training and resources used, contact William Kreidler at ESR, 23 Garden St., Cambridge, MA 02138, or Lisa Furlong, Project Adventure, P.O. Box 100, Hamilton, MA 01936.

Giraffe Project Helps Children Stand Tall

The "Giraffe Project," a non-profit organization in Langley, WA has created a character education/service learning program called *Standing Tall*. The program is designed to encourage and help school-age children to become "heroes" by creating service projects which positively impact the community around them.

Pilot projects of this program are being tested in several school-age programs, particularly in YMCA programs in the Bronx and in the Seattle area.

Standing Tall guides school-agers through three stages: hear the story, tell the story and become the story.

In the first stage, children watch a 25 minute video and read stories about real life heroes who have made a difference in their communities.

In the second stage, the children look for people in their own communities, or in books, newspapers, magazines, television and movies, who exhibit the same qualities they learned about in the first stage. They research these stories and share them with the group.

In the final stage, the children look at the community around them, look at

(Continued on page 6)

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National Youth Service Day

National Youth Service Day is April 23. One of the overall goals of the Youth Service Day is to make youth service more visible by creating a 1-day celebration. The thrust of this observance is two-fold:

➢ to offer youth the opportunity to participate in one of a variety of 1-day service projects, and

➢ to recognize the many on-going contributions of youth involved in service on a regular basis.

School-based activity clubs may want to plan a specific 1-day project with participation open to non-members as a sampler introducing the kinds of service opportunities in which members regularly participate.

Watch your local paper for observances in your area. High schools and colleges may be involved. For your own observance, planning is required. Middle school youth can decide on an observance, make the necessary arrangements and plan who will be involved and how to get out publicity.

Youth Reading Program

As you look toward summer programs, check with your state library association about reading programs for children and youth.

In Oklahoma, the Oklahoma Library Association sponsors the Sequoyah Books reading program, named for Sequoyah, who invented the Cherokee alphabet to commit his own language to writing. To participate in the Sequoyah Children's Book Award Program, children in grades three through six read any two books from the current year's masterlist (around 22 titles) and vote for a favorite. Young Adults in grades seven through nine read three books from the young adult masterlist for that year and vote for their favorite.

In 1995, over 76,000 children and youth participated in the program in Oklahoma. Books on the masterlists meet the following criteria: were published three years prior to the award, were written by an author living in the United States, are appropriate for children and young adults in the specified range and have literary merit and originality. The committee tries hard to maintain variety in each list and strongly opposes programs which require reading all the books on the list.

Mule Day

The first weekend of April in Middle Tennessee is *Mule Day* time in Columbia, Tenn., dubbed the "Mule Capital of the World." Columbia was once a mule market in the 1800's.

In those days, mules were essential for Tennessee's family farms. Today mules are still used in logging for hauling heavy loads back in the woods. The Amish community buys and uses mules, and Tennessee mules are exported to places like the Grand Canyon, where they carry tourists in and out of the canyon.

There are about 10,000 mules in Tennessee. On Mule Day, there will be a parade, a mule sale and lots of arts and crafts vendors.

Is there an unusual local celebration in your area?

Morse Code

The International Morse Code for sending messages by electric telegraph was invented by Samuel F.B. Morse, whose birthday was April 27, 1791.

Here are the letters so you can send your own coded message:

A	·—	B	—···	C	—·—·	D	—··
E	·	F	··—·	G	——·	H	····
I	··	J	·———	K	—·—	L	·—··
M	——	N	—·	O	———		
P	·——·	Q	——·—	R	·—·		
S	···	T	—	U	··—	V	···—
W	·——	X	—··—	Y	—·——		
Z	——··						

On graph paper, write your message first, leaving spaces between the words. Then try sending the sounds. If you cannot get a long and short sound, try using two different sounds.

In full view, you can even use two different colors. You will need space between the letters and a longer space between words.

Pony Express

On April 3, 1860, the Pony Express began between St. Joseph, Missouri and Sacramento, California. Locate these cities on a map. Check a topographical map to see the climate and terrain. If county seats are one day's ride apart, how many horses would one trip take?

Celebrating Shakespeare

William Shakespeare was born on April 23, 1564. He also died on April 23, in 1616! Shakespeare is famous for his 36 plays and 154 sonnets.

Host a birthday party for Shakespeare attended by characters from his plays. Older children can become a character through dress up or by wearing name tags and perhaps they can learn a line or two of their character's dialogue from the play. Or act out a scene from one of his plays — *Romeo & Juliet*, *Hamlet*, *Much Ado About Nothing*, etc.

Library Facts

April 15-19 is National Library Week (see p. 5). Did you know that there are more public libraries than McDonalds restaurants? Would you believe more children participate in summer reading programs than play Little League baseball? Keep reading!

38 Activity Ideas

The minimum number of Activity Ideas in this issue is 38.

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APRIL CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
APRIL	*April 2* — Birthday of Hans Christian Anderson, celebrated today as International Children's Book Day.	*April 4, 1928* — Birthday of Maya Angelou, African-American author and poet. Find a picture of her. (Hint: She is a living author.)	*April 15-19* — National Library Week. Plan a special way to thank your school librarian.	*April 22-26* — Week of the Young Child. Thursday is Worthy Wage Day. Make posters or sandwich boards supporting better wages for child care staff.	*April 22* — Birthday of J. Sterling Morton, who started Arbor Day in 1872. Plant a tree or care for one you have.
EARTH DAY APRIL 22	Plan a ladybug launch. Ladybugs are available at garden centers. They eat the aphids that destroy fruits and roses.	Explore solar power for heating homes and powering cars. Try to see a demonstration model or borrow a video.	Schedule a clean-up day to pick up trash and litter.	Sponsor a recycling effort — invent a new way to inform people on which items can be recycled at your location.	Create a poster or campaign logo suitable for Earth Day.
APRIL SCIENTIST	April 21-27 is National Science & Technology Week. Begin celebrating this week by starting a plant from a seed.	Many spring flowers grow from bulbs instead of seeds. Plant an onion or other bulb. Keep it watered and observe it.	Use a hand mirror and sunlight to create a rainbow.	What causes thunder? Lightning forces air apart and when the air rushes back together, it thunders. To demonstrate, blow up a paper bag and pop it.	How about lightning? Blow up and tie off 2 long, thin balloons. Rub them on a synthetic fabric and bring them close together until they spark. Try it in the dark.
MORE APRIL DAYS	*April 2, 1513* — Ponce de Leon, explorer from Spain, landed in what is now Florida. Look for his name on a Florida map.	*April 18, 1775* — The midnight ride of Paul Revere occurred. Read *Johnny Tremain*, a Newbery Medal book written about this time period.	*April 25, 1996* — *Take Our Daughters to Work Day*. Plan something special for the guys while the girls are away.	*April 26, 1964* — African nations Tanganyika and Zanzibar united to form Tanzania. Compare an older and newer map.	*April 27, 1791* — Birthday of Samuel F.B. Morse, inventor of the Morse code. Tap out a message, using the code on page 4.
RAINY DAYS	Make bubbles with dish detergent and a strengthener like corn syrup or glycerin. Use spools, straws, plastic rings, berry baskets. . .	Use water colors to paint a rainy day scene.	Draw a scene with crayons and draw rain on it with blue marker. Dip the picture in water to make the rain run.	Look at the world through rose-colored glasses. Cut them out of cardboard with lenses of colored cellophane or Saran Wrap.	Paint a rainbow mural on table paper taped up on the wall, or make a rainbow of tissue paper.
LET IT RAIN	Recreate the sound of raindrops. Try sandblocks — sand paper on wood blocks — and rub them together.	Put dry grains of rice in a paper towel tube and seal the ends. In another tube, try some sand.	Put a few marbles in an empty oatmeal box and tape it shut.	Fill a plastic bottle half full of dried beans. Put dried macaroni in another.	Perfect the sounds of all your instruments and then create a rainstorm from start, to peak, to tapering off.

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Washington Notes

by Charles Pekow

Charles Pekow is the editor of "Day Care U.S.A." This report is written exclusively for SAN readers

New Welfare Measure Promises More Funds

The 1996 version of welfare reform contains more funds for child care than the 1995 version. After President Clinton vetoed the Personal Responsibility & Work Opportunity Act, the National Governors Assn. (NGA) unanimously approved a new welfare bill that would add $4 billion for child care through FY 2002 above the vetoed version. The White House approved the added child care funds, but not the entire proposal.

Congress is giving the proposal serious consideration in hopes of passing it this year. The proposal would make the additional $4 billion an entitlement to states but wouldn't require an additional state match, a point that disturbs the administration. The administration also criticized NGA's plan for not including health and safety requirements on care.

The governors' proposal would also keep the required number of hours a parent with school-aged children would have to participate in job training and related programs to 25 hours a week. The vetoed bill would have upped the requirement to 30 or 35 hours a week, depending on the circumstances. States could set higher minimums under the proposal, however.

States Pass SAC Bills

Four states passed legislative provisions specifically related to school-age care last year. The annual compilation of state legislation by the National Conference of State Legislatures reported that only one state, Mississippi, started a new grant program for school-age care. California and Minnesota fine-tuned their school-age licensing, while Massachusetts ordered development of a plan to expand a school-age parenting program. Many other states passed general child care bills that would affect school-age programs.

Helping Kids With Society's Messages

by Deb Nasdor, SAC Coordinator, the Act Project

In October, the Carnegie Council on Adolescent Development reported an alarming increase in suicide for adolescent girls. The report asked families and schools to help by providing awareness for both girls and boys on how the media manipulates them. As society entices children to participate in high risk behaviors at an earlier age, we need to watch over and educate them.

School-age providers need to be aware and available to extend encouragement to adolescent girls between ages 10 and 15 years as they wrestle with who they are in today's society. The self-image of adolescent females is deflating at an earlier age due to demeaning messages on television, in magazines and movies. As children spend less time with adults, it is important for the school-age community to embrace this concern and provide counter messages that let girls know they can be selective and make wise decisions about what information they want to believe.

The media generally display girls as sex objects or objects of violence, in situations where beauty is valued more than intelligence, or where girls find themselves trying to please everyone at the expense of their own identities. Boys are also receiving messages through the media that it is okay to be insensitive and perpetrators of violence.

Are there any ideas circulating out there on how we can better encourage our school-agers to become more critical as they read magazines or watch television? A couple of ideas that come to mind in this regard include: having school-agers participate in a magazine-type survey where they note the number of times sex is used to sell a product, or, having school-agers note the number of times they view a violent act versus a helping act on a television show and discussing their findings together with an adult. School-age providers can help adolescents as they are discovering and inventing who they are and what they value.

Resources: *The Carnegie Council on Adolescent Development, Oct. '95.*
Reviving Ophelia *by Dr. Mary Pipher*

Giraffe . . .

(Continued from page 3)

what's needed or what they care about that needs doing, and create a service project of their own. By moving into action, they become heroes, and *their* story is told to their families, community and the Giraffe Project to share with other *Standing Tall* children.

The *Standing Tall* curriculum includes a video plus a guide with more than 200 pages. There are four grade levels available.

To order *Standing Tall* write to the Giraffe Project at P.O. Box 759, Langley, WA 98260. Cost for the curriculum is $95 plus S/H.

SAC CONFERENCES

ILLINOIS March 30, 1996
"It's Not Just Kid's Play: Quality School-Age Programs" with Rich Scofield, Players Riverboat, Metropolis, sponsored by CCR&R at John A. Logan College, **Contact:** Betty Brock, 618-985-2828, ext. 502

CALIFORNIA April 12-13, 1996
14th Annual CSAC Conference, Los Angeles
Contact: Darci Smith, 415-957-9775

NSACA '96 April 25-27, 1996
8th Annual National Conference, St. Louis
Contact: Bonnie Vento, 314-225-4494

MICHIGAN Oct. 23, 1996 **New Listing**
MI SACC Conference, Warren
Contact: Sue Javid, 810-228-3480

ALBERTA Oct. 25-26, 1996 **New Listing**
SAC Conference, Calgary, Alberta, CAN
Contact: Carol Brown, 403-282-7466

NORTH CAROLINA Nov. 7-9, 1996 **New**
7th Annual SAC Conference, Raleigh **Contact:** Margaret Anne Biddle, 919-828-0345, ext. 130

DO WE HAVE YOUR *FALL* SAC CONFERENCE DATES?

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Key Concepts for Program Design for Young Adolescents

by the Work-Family Directions Middle School Design Team

As a result of the research that the Work/Family Directions Early Adolescent team has conducted, five key concepts for program design for young adolescents (approx. 10-15 years) have emerged. These concepts will help providers design and implement quality programs for this age group.

Concept #1:
Learning About Respect

Respect means showing regard for the inherent worth of someone or something. Every child care and youth program represents an opportunity for young people to learn more about respect. In a high quality program, children and youth learn about respect by:

a) directly experiencing what it means to be respected.

b) seeing respectful action demonstrated by staff and peers.

c) Acquiring and practicing *respect skills* in a supportive environment.

While "learning about respect" may seem like a fairly obvious concept, it is not always made real in youth programs. Often this is because the program providers focus their attention on activities (e.g. floor hockey, field trips, art, etc.), rather than on the desired outcome of the program (i.e. an increased understanding about respect).

Concept #2:
Programs as Democracy

All youth programs can potentially help young adolescents learn more about democracy because all programs have all the ingredients necessary for a democracy:

a) a group of people ("mini-community")

b) a set of common goals

c) decisions to be made and "work" to be done

The educational philosopher John Dewey recognized the potential for groups of children/youth to learn about democracy when he pointed out that democracy is more than a method of government, it is a way of life characterized by a faith that each individual in the group has something valuable and unique to contribute to the group effort. While democracy does include the notion of voting, it is also broad enough to simply include genuine input from all concerned parties. The concept of *programs as democracy* highlights the fact that it is not only important *what* the group does (i.e. activities), but *how* decisions are made and *who* has input into the decision-making process.

Young adolescents mention "being listened to" as one of *their* criteria for a successful program.

Concept #3:
Listening & Translating

Many practitioners who run successful youth programs readily admit that the secret to their success is "listening to the kids." Young adolescents mention "being listened to" as one of *their* criteria for a successful program. Some of the most creative program ideas come from the participants themselves — often they know exactly what they want and/or need. Listening to key stakeholders is a vital element in quality program design (more on this in Concept #5).

However, sometimes after genuinely listening to young adolescents, it is necessary to "translate" some of their input. For example, if you ask them for fieldtrip ideas and all they say is "Let's go to Disneyland!" you could possibly translate that as "Let's go somewhere we can be engaged in good, clean action and adventure."

Concept #4:
Safety & Accountability

Most young adolescents are involved in the transition from reasonable dependence (on family) to reasonable independence. This developmental transition raises two related issues: *safety and accountability*.

The term *safety* refers to premeditated systems used to protect persons from unreasonable risk and foreseeable harm. Safety is both a physical and an emotional phenomenon.

In this article, the term *accountability* refers to a key obligation of persons responsible (or co-responsible) for the whereabouts and well-being of program participants. It is an unfortunate fact that there are numerous "predators" (i.e. drug dealers, gang recruiters, sex offenders, etc.) in society who target and perhaps even physically track young adolescents. The era has passed when program providers could simply offer activities for young people and *not* consider the accountability issues involved in attendance/non-attendance and movement to and from the activity site and home.

Concept #5:
Dynamic Organizational Learning

To be successful, a program must reflect the local community and the specific issues of its target population. The phrase *dynamic organizational learning* refers to the commitment and efforts of program providers to engage in a continuous process of inquiry, research and learning. The core of this inquiry centers around asking basic (but important, and sometimes formal) questions to the program's key stakeholders: youth, parents and staff. By the term *research* we simply mean the careful and systematic quest for knowledge and the ongoing testing of that knowledge back within the program itself.

The research process we are advocating here differs from a traditional "needs assessment" in three ways:

a) the inquiry is continuous, on-going

b) the inquiry is conducted by the people who actually run the program

c) the information is used to build and continuously refine a list of quality criteria, which is then tested in the programs by the staff, thus generating more information for the continuing investigation.

This research inquiry is analogous to a group of detectives looking for clues to solve a never-ending mystery: what does quality look and sound like in our program? How can we continually intake information to improve the experiences of all key stakeholders?

The concepts presented here represent a meeting of theory and practice; the concepts help us understand what we can accomplish *and* suggest strategies for making these concepts real in our programs. ☆

(Members of the Work-Family Directions Middle School Design Team who contributed to this article are Steve Musson, Betsy Gillespie, Jenni Martin, Michelle Seligson and Ronnie Mae Weiss.)

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RESOURCES

CWLA Catalog

The Child Welfare League of American has a catalog of books, videos and other resources related to issues concerning the health and welfare of all children. Materials range in subjects from Administrative & Advocacy to Child Day Care to Parenting. Posters, pins, T-shirts and other items are also available.

For a catalog, write to CWLA Publications Dept., 440 First Street, NW, Suite 310, Washington DC 20001-2085 or call 202-638-2952, or fax 202-638-4004.

Latino FDC

The California Child Care Resource & Referral Network has published the results of a two-year pilot program for developing Latino family day care services in *Developing Family Day Care in Latino Communities: Experiences of The California Child Care Initiative.*

The publication focuses on the approaches, guiding principles and processes that led to the development of the Spanish-lanugage pilot project as well as gives an overview of project activities. The lasting impacts of the local project and important considerations for those who are interested in replicating the project are also discussed.

For more information about this publication and the project itself, call 415-882-0234.

After School Education

Practical and innovative ideas for working with youth in an educational, after school setting — arts in education, fun with literacy, youth leadership, theme-based learning — as well as staff development, parent involvement, mentor/volunteer training and youth advocacy will all be topics at "Quality Education in After School Programs." This one day conference is April 27, 1996 in New York City. It is sponsored by the Partnership for After School Education (PASE).

For more information call Project Reach Youth at 718-768-0778.

Professional Development Conference

The Fifth Annual Conference of NAEYC's National Institute for Early Childhood Professional Development is June 5-8, 1996 in Minneapolis, Minn. For preliminary program contact: National Association for the Education of Young Children (NAEYC), 800-424-2460.

Volume XVI #8 The Newsletter for School-Age Care Professionals April 1996

School-Age NOTES

ISSN0278-3126 © 1996 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

Cities Concerned about Child Care and School-Age Care

According to a Gannett News Service story, the just released survey by the National League of Cities shows improving the availability and quality of child care as top priorities among the 780 cities surveyed.

"A lack of before-and-after-school child care for children ages 6 through 9 was cited as a problem in 92% of the cities surveyed."

Lack of school-age care could be interpreted as being universal to cities since "a lack of before-and-after-school child care for children ages 6 through 9 was cited as a problem in 92% of the cities surveyed."

It thus is not surprising that of all the problems related to children and families, city officials pegged before-and-after-school programs as fourth in priority and child care as first. In order of priority, the concerns of city officials are:

1st — Child care
2nd — Family stability
3rd — Housing affordability
4th —Before-and-after-school programs
5th — Drug and alcohol abuse
6th — Schools
7th — Juvenile delinquency

The survey also shows significant discrepancies in top concerns of families when separated by income.

Among **low-income families**, the priority needs are:
— housing
— employment
— child care

Among **middle-income families**, the priority needs are:
— child care, especially before-and-after-school care

Among **high-income families**, the priority needs are:
— family stability
— community safety

The usual child care problems were cited in the survey, such as a lack of infant care, low pay for providers and the likelihood that decreasing federal support will lead to the closing of more child care programs. However, for advocates used to working with center-based programs there was one interesting child care problem cited and that was "lack of transportation for school-age children to family day-care providers."

Cited...was "lack of transportation for school-age children to family day-care providers."

Copies of the National League of Cities survey report, *Critical Needs, Critical Choices: A Survey of Children and Families in America's Cities*, are available from the NLC Publication Center, PO Box 491, Annapolis Junction MD 20701, Tel. (301) 725-4299. Price is $15 plus $4 S&H.

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National March for Children June 1

While not actually a "march," the Stand for Children Day at the Lincoln Memorial in Washington DC June 1, 1996 will attract thousands of families and advocates from across the country to gather and stand together as a national day of commitment to children.

Conceived by Marian Wright Edelman, president of the Children's Defense Fund, this day has been endorsed by 500 national organizations including the National Association for the Education of Young Children (NAEYC) and the National School-Age Care Alliance (NSACA). NSACA sent out action packets to its affiliates to encourage participation and the organization of children's action teams to go to Washington DC.

Edelman said, "It will be a day of spiritual and community renewal and moral commitment to children, a day ... to transcend our differences and affirm what unites us as a people: a sense of fairness; a loving desire to raise moral, healthy, educated children; a belief that in the richest and most powerful nation on earth no child shall be left behind."

For more information see NAEYC's March *Young Children*, p. 34-35 or call Stand for Children Headquarters at 800-233-1200 or 202-234-0095.

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Letter to the Editor

Dear Rich,

I have started a new job as the school-age consultant for the Eastern half of Oklahoma. I am excited about this challenge and a little scared.

My new position includes training existing school-age programs, helping start new programs, creating an awareness of quality school-age programs and how they benefit communities and encouraging the development of professional organizations and support groups for school-age staff in Eastern Oklahoma.

School-Age NOTES is one of my favorite resources and as I visit programs, one of my first questions is "Do you subscribe to *School-Age NOTES*?" If the answer is no, I encourage them to subscribe and give them a free *After School Program 1996 Catalog*.

I would appreciate any information, suggestions and words of wisdom that will help me provide the best possible service to the programs and communities in Oklahoma.

Karen Wilson, Consultant
Tulsa Technology Center
3850 North Peoria
Tulsa OK 74106

Dear Karen,

We are glad that you are finding *School-Age NOTES* to be helpful and appreciate you letting others know about our resources.

We have published your address so those who have ideas and suggestions can contact you. I have responded to you with several contacts including the School-Age Child Care Project at the Wellesley College Center for Research on Women and your Oklahoma affiliate of the National School-Age Care Alliance.

Rich Scofield, Editor

Rural SAC Survey

by Dr. Beverly Hobbs

The nature of school-age child care arrangements in rural communities was recently explored in a survey of families in seven rural Oregon counties. Families with children in grades K-4 were surveyed and asked to indicate all types of after school care they use in a typical week and the problems, if any, they have with those care arrangements.

Supervision at home by older youth was the ... most frequently cited care arrangement [after parental care].

At home with a parent was the most often cited care arrangement. However, other responses identified the important role older youth and family child care providers play in supervising and caring for school-age children in rural areas. Supervision at home by older youth was the second most frequently cited care arrangement. Use of family child care ranked third, tied with relative care. Center-based care ranked ninth.

These findings differ markedly from the other statewide and national surveys which have shown the use of child care centers for children in the early elementary grades to be far more prevalent, usually exceeding the use of family child care. Likewise, the preference of these Oregon families for older youth as care providers has not been identified in other studies.

A majority of rural families reported problems arranging child care, and approximately one fourth indicated that child care problems had significant impact on their ability to work as many hours as they would like. Finding care for sick children, difficulty coordinating work hours with times care is available, and worry about the quality of care were the top concerns expressed.

As a result of the individual county surveys, several after school, center-based programs have been established and more programs are in the planning stages. Another outcome has been greater support for family child care providers. In several counties, additional positions with regional resource and referral agencies have been publicly funded to provide outreach to family child care providers.

Yet to be addressed, however, is the issue of older youth as caregivers. As long as families choose to use older youth as care providers at any time, efforts need to be made to provide training that will increase the ability of these youth to provide safe, quality care.

The county surveys were conducted utilizing a collaborative research approach involving the Oregon State University Extension Service, County Commissions on Children and Families, and local public schools. For more information about the survey, contact Dr. Beverly Hobbs, 105 Ballard Hall, Oregon State University, Corvallis, OR 97331.

Dr. Hobbs is an Extension Specialist with the 4-H Youth Development Program at Oregon State University.

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Tapping in to Our "Humaness" to Avoid Power Struggles

SAN's editor, Rich Scofield, has returned to being a caregiver two afternoons a week in a SAC program. The following are some of his observations.

Intervening to stop inappropriate behaviors can sometimes lead to power struggles. As one of the staff of the "lower school," after school program, I have enough perceived authority that with a word or two I can stop the usual, run-of-the-mill inappropriate behaviors, i.e. running in the hall, climbing on railings, tossing grapes etc. But one of the areas where I have difficulty is intervening with the kids from the "upper school" (middle school) program, who share the field and play areas with the lower school. It is especially difficult since I don't know them by name. It has the potential to lead to power struggles.

In thinking about training others and how to translate what works for me, I first thought about saying it is about tapping in to "humor" but then realized it really is broader and is what I call our "humaness." The technique does use humor but goes beyond just a joke.

In all our interventions with kids (or adults) it usually is best to start with the lowest level intervention. Often that is as simple as a headshake or restating the rule. Asserting authority, that is, using "power over" as an adult does work when intervening in situations about inappropriate behaviors. But this often leads to power struggles and can be "overkill," decreasing one's effectiveness if it is the only technique used. Besides, after school is suppose to be a fun and relaxing place and that can't happen if an adult is "always" harping about the rules.

With the middle schoolers, who are very proud of not being in lower school anymore, lower school staff are ignored. Headshakes are not "seen." With the fifth and sixth graders, reminding them about the rules on the playground usually still works. But it is with the seventh and eighth graders I have the most difficulty in finding an approach that respects their age and doesn't put them down.

For older middle schoolers, school is just a forum for them to interact with their peers. They often are not aware of their behaviors. Sitting on the edge of the railing while talking to their friends is a matter of convenience rather than rebellion and may not really be dangerous; but it is against the rules and certainly might be dangerous for the kindergartners to model. With exaggerated inflections and in a joking manner I might say, "Oh *my goodness*, you are *not* going to believe what I *have* to come over here and tell you. Guess what it is?" They may also joke back or perhaps in a joking manner roll their eyes as they accommodate me and get off the railing.

In an inexplainable way, other than I know it when it happens, there is a moment within the humor that is "tapping in to our 'humaness.'" Perhaps it has to do with not taking away one's dignity. I've tried to communicate that I am not here to take away their dignity. And in a brief glimmer I get the message that says, "Thank you for not putting us down, thank you for allowing us to keep our dignity." Perhaps it is about saving face—but that's a whole 'nother article.

In a recent visit to a prison, I saw a female guard do the same thing with a male prisoner who was starting to get loud and obnoxious. She joked with him about being loud and attracting attention and he settled down. I thought about how that could have become a power struggle against authority or a gender power struggle. She defused the situation by joking about it and by allowing him to keep his dignity. There was a moment of "humaness."

Focusing on Positives

Dave Piel, Director of the Carole Robertson Center for Learning in Chicago, works with early adolescents and wrote us his comments on a recent article about Rich Scofield's experiences.

I've read and enjoyed SAN for quite a few years and now, at long last, I have been moved to reply. I am writing to add a heartfelt "Amen" in response to the cover article of the January '96 issue, "Celebrating Exuberance: Is it wildness or is it exuberance?" I couldn't agree more with the need you expressed for all of us to "accentuate the positive, eliminate the negative" regarding children and their behavior. In fact, we try to do just that here at the Carole Robertson Center for Learning.

What started out as an event to celebrate the accomplishments of our basketball team has long since become an annual Awards Banquet at which each child in the program is recognized for a special talent or quality, because we firmly believe that everyone has redeeming characteristics. Some children, of course, are more of a challenge to praise than others are.

Over the years quite a few "wild" kids have gotten awards for *exuberance* or *energy*. Likewise, while we might tend to view certain children as "complainers" if they are vocal in their disapproval of certain aspects of the program, it is quite possible, and perhaps necessary, to commend them for their *persistence*, *outspokedness* or *assertiveness*—traits we value in our leaders!

By training ourselves to focus on positives, I think we accomplish at least two worthwhile things: 1) boost the self-esteem of the young people we work with, and 2) help prevent our own burnout.

By the way, I thoroughly enjoy reading your accounts of life "on the front line." Keep up the great work!

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Political Cartoons

On May 9, 1754, the first American newspaper cartoon appeared. It was in Benjamin Franklin's *Pennsylvania Gazette*. It showed a snake cut into pieces. Each piece was labeled with the name of an American colony. The caption said, "Join or die."

Look for political cartoons on the editorial pages of recent newspapers. What kinds of subjects do they cover?

Try you hand at drawing a cartoon that sends a message about something important to you.

It's in the Air

May is a month of firsts in the history of air travel. On May 20, 1927, Charles Lindbergh left New York in his plane "The Spirit of St. Louis" on the first solo flight to France. Then on May 20, 1932, Amelia Earhart took off from Newfoundland to fly to Ireland to become the first woman to fly solo across the Atlantic.

On May 15, 1930, Ellen Church, the first airline stewardess, made her first flight. She flew with United Airlines between San Francisco and Cheyenne, Wyoming.

On May 20, 1939, Pan Am's "Yankee Clipper" left Port Washington, New York for Europe to begin regular transAtlantic air service.

May was even the month - May 13, 1918 — that the first U.S. Airmail postage stamps were issued.

Design a superior paper airplane. Have a contest to determine the best design for length of flight and the best for accuracy in reaching a target destination.

Look up pictures of Lindbergh and Earhart and their planes. Look at the flight suits and goggles they wore. Try to get a perspective on the size of the plane.

Find a picture of the first airmail postage stamp. It was a 2-color stamp, red and black, printed in the days when the stamps had to be run through the press twice — once for each color. One pane of the stamps was run through backwards on the second printing so that the airplanes in the center of those stamps are upside-down. Of course, these are collector's items.

Invite a hobbyist to demonstrate a radio-controlled model airplane.

Outdoor Scavenger Hunt

Give each school-ager a paper sack, a copy of this list and a time limit. Encourage children to work together so everyone can find everything on the list. Another option is to work in pairs or trios.

1. something from a tree
2. a small twig
3. something alive
4. a blooming weed
5. a rough piece of trash
6. a dead leaf
7. a flower
8. something pretty
9. a seed
10. a feather
11. a smooth stone
12. something you can hold in the palm of your hand
13. something yellow
14. something red
15. something you can eat

(Reprinted from the May/June 1987 School-Age NOTES. Thanks to Joan Abbott of the Orange Unified School District, California Child Care Program.)

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Attracting Birds

Spring brings back many extended families of migratory birds. they go to South America for the winter and return in the spring to the same area where they were born. Sometimes they even come back to the same nests year after year.

Whether you can attract birds to your site will depend on the availability of food, water and nesting sites and the degree of protection from predators.

If you have been feeding birds during the winter, don't stop now. April, May and June are months for building nests and laying eggs. All that activity makes birds hungrier than ever at a time when natural foods from the past growing season have been eaten and new ones have not yet matured to take the place.

The National Bird Feeding Society has created a kit for children. *Learning About Our Backyard Birds* is designed to help elementary teachers and youth leaders plan projects that involve feeding and housing backyard songbirds. The kit concentrates on four areas: "How to Recognize Birds," "What Birds Like to Eat," "Where Birds Live," and "How Birds Drink and Bathe." Cost is $8 (postage included). Send name, name of school or program, address and check to NBS Kit, P.O. Box 23, Northbrook IL 60065-0023.

Fast Food

On May 8, 1886, Coca-Cola was invented. May is also National Hamburger Month. Credit for inventing the hamburger usually goes to 15-year-old Charlie Nagreen. At a fast food stand at a fair in Seymour, Wisconsin, in 1885, Charlie sold a sandwich made with flattened meatballs.

What did teens eat before fast food? Just for fun, try making menus for one week that would include no fast food. How easy would it be for you?

43 Activity Ideas

The minimum number of Activity Ideas in this issue is 43.

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MAY CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
MERRY MONTH OF MAY	May is National Strawberry Month. Share favorite recipes with fresh strawberries.	May 5 is *Cinco de Mayo*, celebrated in Mexico and by Mexican-Americans in the U.S. What's special about this day? Throw a fiesta! Wear costumes; make and eat Mexican foods.	May 12 — *Mother's Day*. Write a thank-you card to your mother. Mention the things she does for you.	May 15 — *Peace Officers Memorial Day* honoring those who've lost their lives in the line of duty. As a group, compose a letter of condolence and appreciation to an officer's family.	On May 28, 1937 the **Golden Gate Bridge** connecting San Francisco and Marin County was opened to vehicular traffic. Look for interesting facts about this famous bridge.
MORE THE MERRIER	May 2, 1519 — Leonardo da Vinci died. Read a biography or check the encyclopedia. Besides art, da Vinci had many interests. What modern day transportation did he draw plans for?	May 11, 1910 — Glacier National Park was established in Montana. Write for information on a National Park near you.	May 25, 1935 — Babe Ruth hit his 714th and final career home run. Find out information on which baseball player finally broke Babe Ruth's record.	On May 28, 1929, the first all-color talking picture opened in New York. The earlies movies were pantomines. Do a pantomine of a favorite story.	May 29, 1790 — Rhode Island became the 13th original colony to ratify the U.S. Constitution. Read the Preamble aloud together. What do you think it means?
IT'S AN ART	On a nature walk, observe different types of leaves and flowers. Draw and label them in a sketch book.	Put a stalk of celery with leaves, or a daffodil or carnation in water dyed with food color. Observe how the dye moves into the flower or leaves.	Lay out leaves or cut out designs on a sheet of paper. Spray paint with a spray bottle on fine mist. When dried, remove the patterns.	Make sand jars using baby food jars, salt and colored chalk. Rub the colored chalk on the salt until the dust gives it the desired shade. Full jars hold the salt in place.	Create pictures out of florescent stickers so they can be seen in the dark.
HUNTS	*Outdoor Scavenger Hunt.* (See page 4.)	*Lucky Wrapper* — Divide into teams of 2-3 kids. Each team that collects 10 junk food wrappers receives an award. Any team that finds an unusual brand designated in advance gets a bonus.	*Rainy Day* — Find 26 magazine pictures, one for each letter in the alphabet. Make an alphabet collage.	*Sticker Hunt* — Hide a variety of stickers throughout your program space. Give kids 15 minutes to collect as many as they can.	Teams collect 12-15 items that can be identified by touch (bark, pinecone, etc.) Each team's representative identifies the other team's objects while blindfolded.
OLDER AMERICANS MONTH	Invite a long time resident of your community to share experiences from his/her school days. how has your community changed?	Adopt a "grandparent for a day." Invite him/her to share a game, craft or hobby enjoyed as a school-ager.	What kinds of activities do older Americans enjoy? Plan a cooperative activity or service project with a senior citizens center.	Look at an old yearbook from the 1940's or 1950's. How did people dress then? Have a 40's day.	Memorial Day is May 27. What does this mean to older Americans? Conduct interviews and share findings.
NATIONAL BIKE WEEK	Secure materials from the Department of Motor Vehicles about bike safety. Review rules and hand signals.	Review the features of different kinds of bike helmets.	Learn how to do routine maintenance on a bicycle and how to make simple repairs.	Write to your Chamber of Commerce and inquire about biking trails in your community.	What features would you look for in a cross-country bike and a racing bike? Which would suit your use of the bike best?

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Washington Notes

by Charles Pekow

Charles Pekow is editor of "Day Care U.S.A." This report was written exclusively for SAN readers.

Outlook Mixed for Federal Funding

Though the administration reaffirmed its support for funding school-age programs, the future of federal support remains murky. The Clinton budget proposal for FY 97 would retain most funding school-age programs rely on. But as we went to press, Congress was working on proposals that would reduce some of it during the remainder of FY 96, already half over. Here's the rundown:

- **Social Services Block Grant:** The House and Senate have both voted to cut the $2.8 billion appropriation in the second half of this year, the Senate by 15% to about $2.4 billion and the house by $2.5 billion. The Senate Appropriations Committee warns that this move is a prelude to cutting the program further in coming years. States choose among many social programs to fund, including school-age activities. Congress says it must cut the spending to pay for other social service programs that fund the same activities. The administration, however, stands by its programs and wants to fund it at $2.8 billion in FY 97.
- **Part D Youth Gangs:** The continuing resolution in Congress would appropriate $10 million for the program this year for activities to keep youth out of trouble, including providing school-age programs.
- **Law Enforcement Family Support:** Both Houses agreed to set aside $1 million this year for police departments to help officers' families, possibly including school-age care. The administration requested $1.205 million for FY 97.
- **Ounce of Prevention Council:** The future is still unclear. The House would wipe it out while the Senate would provide $1.5 million for FY 96. The council allotted most of its FY 95 money for coordinating youth programs.
- **Family & Community Endeavor School Grant Program:** This program, created by the 1994 crime bill to fund youth activities, appears dead. Congress declined to fund it in FY 96, despite the administration's $31 million request. The administration gave up trying, opting for other priorities in FY 97.
- **Corp. for National & Community Service:** Republicans have effectively given up their fight to kill this program, at least in the short run. The Senate approved $383.6 million for it this year, while the House approved $386 million contingent on funding through other cuts. The breakdown includes about $175 million in grants, which can include training volunteers to work in school-age programs in return for higher education tuition. The appropriation would include about $59 million for the tuition and $43 million for school-and-community-based learning programs.

Administration Proposing Welfare Reform

No parent of a school-age child would have to go to work without adequate child care. And current standards for care would remain in effect. In those ways, the administration's welfare reform plan will differ from one proposed by the National Governors Association. President Clinton's FY 97 budget proposed $3.8 billion for child care as part of a welfare reform package, along with a Work First block grant to replace the Job Opportunities & Basic Skills Training (JOBS) program. States could use Work First funds for child care.

In case Congress doesn't enact welfare reform this year, the administration also proposed providing $1.049 billion for the Child Care & Development Block Grant, $880 million for JOBS-related child care, $268 million for Transitional Child Care, and $300 million for At-Risk Child Care.

No Special Thrust for School-Age Care

Though 85% of large employers provide some type of employee child care assistance, only 4% made exclusive arrangements to fund school-age care. And only 2% provide accommodations on school holidays. Those findings come from the 1995 survey of 1,050 major firms by Hewitt Associates, a national benefits consulting firm.

Questions of Quality

by Linda Sisson, NSACA Director of Program Improvement and Accreditation

Note: *This column appears each month in SAN and raises some of the questions relating to quality in school-age care. I invite your feedback — your ideas and stories — related to these questions. This is an important avenue of learning for us and a way for you to help shape the school-age accreditation system that will guide our work in years to come. I'll be eagerly waiting to hear from YOU!!!*

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Human Relationships

The NSACA Pilot Standards for Quality School-Age Care are heavily weighted in the area of human relationships, especially the relationships between staff and the children or youth in the program.

In describing quality staff/child interactions, what are the indicators of ***positive*** relationships? What do you **see** staff and children doing? What do you **hear** them saying? What are the ways staff encourage children and youth to make responsible choices? How do they build confidence? How do staff teach children problem-solving skills? What do they do to show they care for every child? How do they make every child feel valued and included?

Then, on the flip side, what are the indicators of ***negative*** relationships? What are examples of things that staff could do that would destroy trust, undermine a child or youth's confidence, or make a child feel excluded from the group? What are the exact words and actions you have seen or heard?

Your stories and examples will be very helpful to us in painting the picture of QUALITY interactions. We are looking for more examples to help specify exactly what the standards mean. Please send me your stories today!

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Building Self-Esteem Book Out-of-Print

Limited Quantity Still Available

Building Self-Esteem in Children by Patricia Berne and Louis Savary has gone out-of-print, with no plans by the publisher to reprint. Although we have carried this book in the catalog over the last few years, it will be dropped from our fall catalog.

We still have a limited number of copies of this book, which will be made available to our subscribers on a first-come, first-serve basis. For those who may have ordered the book recently, only to have us return the order because we were out-of-stock, now is the opportunity to purchase a copy.

Building Self-Esteem in Children offers over 60 effective and practical self-esteem principles to help concerned adults develop healthy relationships with children and foster an attitude and atmosphere in which self-esteem can flourish. It is grounded on sound psychology and basic values and will be useful for any adult concerned with the emotional and spiritual well-being of the children in their care. The authors use real-life examples and a sensitive and touching style of writing to convey the principles they espouse. The book is divided into seven major sections that address these principles: "Building Relationships," Being Nonthreatening," "Nurturing Success," "Bridging to a Loving World," "Fostering the Freedom to Choose," "Dealing with Strong Emotions" and "Inviting the Affirming Spirit."

Subscriber price for *Building Self-Esteem in Children* is $9.95 plus $2.50 for shipping and handling. Because of the limited quantity available, we will accept only prepaid orders, either credit card or check for the exact amount of $12.45. Checks received after the book is out-of-stock will be returned. Call School-Age NOTES at 615-242-8464 for credit card orders or send checks to P.O. Box 40205, Nashville TN 37204.

Internet Alert

The Center for Media Education and the national PTA have questioned the practices of some advertisers in using web sites on the Internet to pitch their products to children.

According to a recent *USA Today*, article, the primary concern is with companies who conduct marketing surveys in which children are asked to give their names, sex, age, and street and e-mail addresses.

SAC programs may want to remind school-agers and their parents that under no circumstances should children reveal personal information about themselves on the Internet.

2nd Advanced SACC Institute

The second SACC leadership development seminar co-sponsored by the School-Age Child Care Project and Wheelock College will be held at Wheelock College, Boston, Mass., Saturday July 13 - Thursday July 18, 1996. The course is designed for experienced directors and other leaders of school-age care programs. The interactive, hands-on approach will feature case material from participants on major challenges as well as guest speakers who are currently working on these issues.

The prerequisite for this graduate course, *School-Age Child Care Advanced Leadership Institute (ED 816)*, is substantial experience directing a SACC program, **or** state leadership role in SACC, **or** national/state NSACA Board/Coalition membership.

For more information contact: Advanced Seminars, Wheelock College, 200 The Riverway, Boston, MA 02215.

SAC CONFERENCES

NSACA '96 April 25-27, 1996
8th Annual National Conference, St. Louis MO
Contact: Bonnie Vento, 314-225-4494

PENNSYLVANIA May 17-18 **New Listing**
Annual SACC Conference, Orefield, PA
Contact: 610-691-1819

NEW YORK Oct. 9, 1996 **New Listing**
Annual SACC Training Conference, Albany
Contact: Patty Skinner, 518-426-7181 ext. 11

MICHIGAN October 23, 1996
MI SACC Conference, Warren
Contact: Sue Javid, 810-228-3480

ALBERTA Oct. 25-26, 1996
SAC Conference, Calgary, Alberta, Canada
Contact: Carol Broen, 403-282-7466

NORTH CAROLINA Nov. 7-9, 1996
7th Annual SAC Conference, Raleigh
Contact: Margaret Anne Biddle, 919-828-0345, ext. 130

DO WE HAVE *YOUR* SAC CONFERENCE DATES?

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RESOURCES

Developmental SAC Poster Available

School-Age NOTES is now selling a developmental poster produced by Teaching Strategies, Inc., called "School-Age Children."

The 33" X 14" poster lists four major areas in school-age children's development: the emotional, social, cognitive and physical. Nine sets of activities are suggested that can enhance these developmental areas. The activity areas include dramatic play, block play, toy, art, sand and water, books, cooking, music and movement and outdoor activities.

Besides offering activity ideas for a school-age program, this poster is perfect for hanging as a wall display so parents can see how your program enhances their children's overall well-being and how even free-play can provide developmentally appropriate activities.

The poster is available for $5 plus $2.50 shipping and handling. Send orders to **School-Age NOTES, P.O. Box 40205, Nashville TN 37204.**

"Wee Deliver" Postal Kits

The U.S. Postal Service sponsors the "Wee Deliver" Progam which can turn a school or school-age program into a community with street addresses, ZIP Codes, a postmaster and postal workers. Children learn how to collect and distribute mail, as well as a variety of other postal jobs.

The program has been noted for it's ability to teach children responsibilty and to encourage literacy skills.

To order the "Wee Deliver" starter kit, send school or program name, address, phone number and contact name to: **"Wee Deliver" Program, U.S. Postal Service, 475 L'Enfant Plaza SW, Room 10541, Washington DC 20260-03100.**

Get Ready for Summer

Try these catalogs for resources for summer or year round:

Creative Wholesale — Has 25% discount off the list price for crafts supplies. Call 800-347-0930 and ask for the "mail order catalog."

Great Owl Books — "A unique collection of children's books celebrating the many voices of our American culture." Call 800-299-3181 for catalog.

Kaplan School-Age Catalog — Has crafts supplies and materials, sports equipment and more. Call 800-334-2014.

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Photo by Subjects & Predicates

Encouraging girls in block and LEGO play can help develop their visual-spatial skills.

Encouraging Cross-Gender Play

by Barbara Colombo-Adams

Providing a balanced array of play options in school-age care settings offers children the opportunity to explore new interests, discover hidden talents, and develop a full range of skills and abilities. However, as director of school-age care programs in Maine and in Albany, New York, I found it wasn't easy to encourage boys and girls to explore the full set of options available to them. Looking out at the playground, gym, or activity rooms, I observed that girls and boys tended to engage in different activities.

Selma Greenberg, professor of Child Development at Hofstra University, explains that the play experiences of girls and boys equip each group with valuable, but distinctive sets of skills and abilities. Consequently, girls and boys tend to miss out on the developmental benefits of play initiatives that are not typical for their sex group. Boys, for example, may be missing out on the benefits of small group activities and turn-taking games such as stringing beads, cut/sew crafts, hopscotch, jump rope and four-square. Such initiatives promote physical control and dexterity, attention to detail, strong verbal abilities, and cooperation among players. Conversely, girls' low rates of participation in construction play (e.g. LEGO materials), large group games and sports may inhibit their development of visual-spatial skills, physical strength and agility, leadership skills, an understanding of complex game strategies and rules, and experience with friendly competition.

My interest in gender differences in children's play and development guided my graduate work at the University of Maine. My research (1993) conducted with over 400 children ages 8 to 11, revealed significant gender differences in the types of activities that girls and boys play.

Activities that girls were found to play most often included **one sport**

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1600 at NSACA '97 Orlando '98 Seattle

It was good news-bad news at the National School-Age Care Alliance (NSACA) Conference in St. Louis in April. The good news was that the attendance of over 1600 school-age care professionals surpassed the planning committee's expectations. The bad news was that many people had difficulty getting into the more popular workshops although the committee worked hard at rearranging rooms and adding workshops.

The AT&T Family Care Development Fund provided 110 scholarships to attendees from 24 states (see Feb. 1996 SAN announcement). All 50 states were represented at the conference. The military sent school-age staff from programs at bases around the world.

Next year's NSACA Conference will be in Orlando April 17-19, 1997 at the Omni Rosen. Conference registration fees will stay the same at $110 for members and $140 for non-members. For workshop proposal information, write to Jim Atkinson, 1208 Cardinal Court, Altamonte Springs, FL 32714. The deadline for submission is August 31, 1996.

Mark your calendars

The 1998 NSACA Conference will be in Seattle April 30 - May 2, 1998.

Cross-Gender. . .

(Continued from front page)

(softball); **small group, turn-taking games** (hopscotch, jump rope, tag and hide and seek); and **creative arts initiatives** (dance, art projects, and modeling clay).

Activities that boys were found to play most often included **sport preparation activities** (running races and playing catch); **large group games** (kickball, capture the flag, dodgeball); **sports** (basketball, baseball, floor hockey and soccer); and **visual-spatial skills activities** (video games, air hockey, and LEGO materials).

The study also revealed ways that gender stereotypes and connotations influence children's play choices. For example, when asked to choose between a set of play options that conveyed very different gender connotations, such as **hopscotch and making paper airplanes**, only 4% of the boys chose the "feminine-typed" activity of hopscotch, while 67% of girls chose hopscotch over the "masculine-typed" paper airplane activity. However, when presented with a set of options that conveyed similar gender connotations, such as **hopscotch and gardening**, 46% of boys and 40% of girls chose hopscotch. In this case, one option did not appear to be any more appropriate for girls or boys, resulting in a greater balance of response by both groups.

These results show that when gender distinctions of activity options are easy to recognize, children will be more likely to discriminate between them according to which appears to be more gender appropriate. Such types of forced choice options set up barriers against children's exploration of non-traditional activities.

8 Strategies to Encourage Cross-Gender Play

Throughout development, girls and boys look to adults, peers and the world around them for direction as to which activities and behaviors are okay to explore. This research suggests that it is possible to encourage boys and girls to explore a broader set of play experiences if we as school-age care providers, teachers and parents find ways to reduce the influence of sex-role stereotypes on children's play choices. Some strategies we may consider include:

1. Offer children play options that promote similar types of skills and have similar connotations. When both activity options convey similar connotations, there is less risk of embarrassment or negative feedback for making the "wrong" choice. Activity options such as **woodworking and bike repair**; **cooking and pottery**; **kickball and wiffleball**; and **drama and music**, may encourage children to gain experience and confidence with initiatives outside of their traditional domain.

2. Provide girls and boys opportunities to develop basic skills in non-traditional activities, in single-sex groupings. Learning new skills in single-sex groups provides girls and boys with a greater sense of security and support while gaining experience and confidence in new areas of play.

3. Provide images of males and females in non-traditional roles in posters, movies, books or in person.

4. Provide staff leadership and modeling in non-traditional play areas at your center.

5. Discuss sex-role stereotypes depicted in books, videos and other materials.

6. Set similar expectations for ability and performance of both groups. Avoid letting boys bat for girls in games, or offering extra swings to girls and not boys.

7. Assign similar types of chores to both groups: moving furniture, carrying supplies, cleaning and sweeping, passing out snack, working audio-visual equipment.

8. Arrange free play areas that offer both traditional and non-traditional toys (e.g. LEGO materials and play house characters) at multiple activity centers. This provides equal access to both groups without competing for space or play materials.

Barbara Colombo-Adams is the SAC Program Manager at Work/Family Directions in Boston, as well as an adjunct faculty member at the University of Maine.

A Great Tip for Organizing Games

Thanks to Eric Zolner, Site Supervisor at Douglass Elementary SACC Program in Boulder CO for this great idea!

After years of frustration dealing with destroyed game boxes, lost pieces and crammed shelves in before and after school programs, I decided it was time to try something new — something neat, organized and easy to use.

We removed all the board games from their boxes, cut out the instructions and threw the rest of the boxes away. We then purchased a large tub to store the game boards in. For the game pieces, we purchased a large hardware organizer used to store nails, nuts, bolts, screws, etc. We assigned each game its own drawer and labeled it. All the Sorry™ pieces are in the drawer marked "Sorry," all the checkers are in the drawer marked "Checkers," and all UNO™ cards are in the drawer marked "UNO."

Now, it only takes a few seconds to take out and put away all of our games, and the children have a much easier time selecting games to play. There are no more lost pieces or knocking over a stack of games to get to the one on the bottom. But most of all, it is more fun now for the kids.

Has your program staff come up with a brilliant idea that solves a minor (or major!) problem in the program? Send ideas to SAN to share with our readers.

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Stopping the Cycle of Violence

Violence doesn't simply appear mysteriously and full-blown in adults or adolescents. Patterns of violence develop early and last long. It's important to know that children acquire violent behavior patterns through specific—and alterable — processes of socialization and development. They become involved in violence in three different ways: as aggressors, victims, and/or bystanders. (The latter support violence through instigation, active encouragement or passive acceptance.)

However, children can learn to be non-violent problem solvers, making flexible use of their skills and strategies to interact with others effectively. The earlier and more extensively they learn to use non-violent behaviors, the better prepared they'll be to apply these behaviors in later life, thus lowering their risk of becoming involved with violence.

As we recognize the growing problems of youth violence, we increasingly see the need to help young children prepare for the violent society in which they will grow up, meanwhile establishing and strengthening the behavior patterns needed to help change that reality.

Care providers can address violence in the real world by using a combination of strategies:

➢ *Prepare children* to deal with the violence they face in the outside world by helping them recognize violence and its consequences, by providing a safe place to express their feelings and fears, and by talking about safety and self-protection. Care providers also need to learn how to respond effectively to children's traumatic reactions to violence or abuse.

➢ *Organize the environment* to minimize violence by arranging and reorganizing the physical space in the center and the playground — and by selecting materials and activities with the goal in mind of minimizing aggression.

➢ *Establish sound procedures* to respond to violence in the classroom. Learn to respond effectively to routine incidents of conflict and aggression, as well as to those children who show repeated and severe problems with aggressive behavior.

➢ *Teach children the skills* they need to solve their conflicts constructively: problem-solving, sharing, interacting assertively and thoughtfully with others (perspective and empathy).

➢ *Help children learn* from others. Help them see the connections between themselves and others and learn constructive lessons from role models in the classroom, the community and the media. Learn how control the media effects.

If children are to believe violence can be prevented or controlled, they need to see the principle of violence prevention realized in their world. Make your center a model, a safe haven.

Caregivers interested in learning more about teaching and modeling non-violence skills can gain valuable information and insights from *Early Violence Prevention: Tools for Teaching Young Children*, published by and available from the National Association for the Education of Young Children, 1509 16th St., N.W., Washington, DC, 20036-1426. Send a check for $7 or order by credit card 800-424-2460 ext. 604. ∞

On Being Dirty and Having "Lots Of"

SAN's editor, Rich Scofield, has returned to being a caregiver two afternoons a week in a SAC program. The following are some of his observations.

As I write this related to something that happened this afternoon, it occurs to me that I didn't check it out with my director to see if allowing the behavior was in keeping with the rules and philosophy of the program. But one definition of being a professional is that the person makes on-the-spot decisions based on a body of professional knowledge. Being a school-age care professional means every afternoon making dozens of on-the-spot decisions based on our knowledge of our program, our children, our past experiences, and on our knowledge of child development. While we can't go to the director about every incident, we also have to balance our director's need to know what is going on in the program. So, Beth, this is what happened today and why I let the behavior continue.

Three or four second-grade boys had been doing a lot of playing with the pea-gravel on the playground including appropriately pouring it back-and-forth between containers and inappropriately sending showers of the pea-gravel down the slide (inappropriate for the playground rules but appropriate for their level of development). Now, they had filled each others tucked-in t-shirts and were waddling around looking like they had gained 50 pounds.

It is usually easier to say "No" to new behaviors than it is to determine whether to let them go on. I decided to let the boys go on with the behavior because it was related to the developmental issue of quantity ("lots of") and because the issue of getting dirty was something I had discussed with the director before. (Parents had said that their children's time in the after school program was one of the few times their children had to play and get dirty and have fun like the parents remembered they did when they were kids.)

Summer is a time for lots of play that involves getting wet or getting dirty. Programs should discuss these issues among themselves and their parents.

Young school-agers, aged 6-8 years old initially get interested in quantities of things. Their collections often start out with "lots of." I think, when possible, we should indulge these developmental urges within reason. We learn through doing. These boys had a science lesson. They learned about added weight. They learned that unlike a pillow which would stay in front, the pea-

(Continued on page 7)

Spiders & Frogs

Eew-w-w-w Spiders!

Here is a spider for beginners. Cut the body and head out of light cardboard. Paint it tan with the brown markings of the house spider or cover it in shiny black paper like the black widow. Use fabric to make it black and furry like the tarantula. Choose the legs appropriate for your type of spider. Make them of folded paper as shown, or use pipe cleaners for the furry legs of the tarantula. Be sure to color the tarantula's legs to match the body.

Make the eyes with small beads or sequins, or cut them out of paper and paste them on. Spiders have compound eyes and may have more than one pair — small eyes as well as large ones.

Hang the spider by dark thread you can put through the spider's body with a darning needle. Tie a knot on the bottom; if thread still wants to pull through, tie a small bead into the knot.

Now a spider for the older children. This spider has more detailed parts and will be appropriate for those who can work with small parts accurately.

The spider's body is made up of two parts — the thorax and the abdomen. The abdomen is the larger part at the back and the thorax is the smaller part at the front. The smaller, front part has all eight legs attached to it plus two more shorter "feeding" legs. To make a spider that looks real, you will need both of these sections, and you will need to devise a way for the smaller front section with all the legs to hold up and carry the back section.

Make the thorax and the abdomen out of paper wads, the thorax marble-size and the abdomen twice as big. Use schoolglue to attach strips to each wad to make it rounded, similar to papiér-maché. To fasten the wads together, cut a strip of lightweight cardboard small enough to be hidden by the two paper wads and glue the two of them to it.

Use toothpicks for legs — the flat wooden ones. Bend the toothpick so it doesn't completely break. Glue the large end to the thorax - 4 legs on each side. Spread the legs apart until the spider balances without dragging the abdomen. You can add the feeder legs at the front by using shorter pieces of toothpick.

When the spider is dry, paint it. Mount it in a box, cottage cheese carton or jar with airholes punched in the lid. Offer your friends a peek. They won't stay for a closer look!

Hopping Frogs

Here is a simple frog. Make him out of a business card or lightweight cardboard about 2 1/2" x 4".

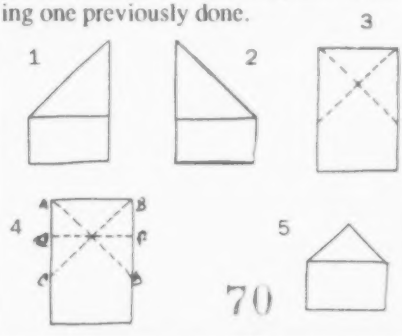
Take the corner of the card and fold it toward the opposite edge (Fig. 1). Unfold it so the card is flat. Fold the opposite corner toward its opposite edge. Flatten the card out again. This will yield an X fold on the card (Fig. 3).

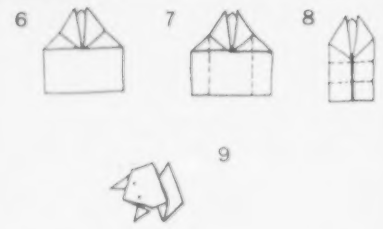
Turn the card over and fold the top of the card down through the center of the X. Lay the card flat again (Fig. 4).

Bring points AC and BD together by folding inward along ef (Fig. 5). Lay the flat side down on the bottom. Take corners of the triangle on the top side and fold them up (Fig. 6). This forms the frog's the front feet .

Now fold the edges in toward the center (Fig. 7). Lift the bottom edge and fold it up toward the top on gh. After folding gh, fold ij so that it peaks in the opposite direction. This gives the spring for making Froggie jump. Press down on his back lightly and quickly pull your finger away.

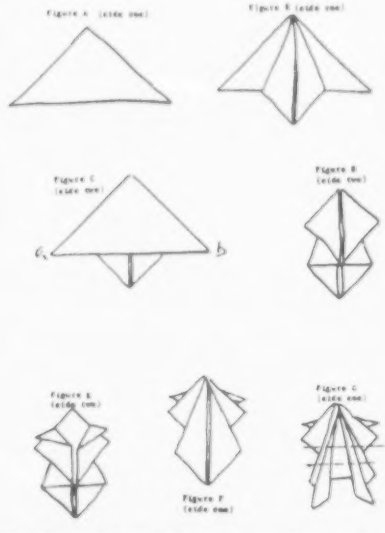
The children can probably figure out this frog simply by unfolding and refolding one previously done.





For older children, the next frog is a little more complex. Use a lightweight paper like typing paper or origami paper. Start with a square. Fold the diagonals on it like those in Fig. 4 above, and fold the line across the X. Fold the triangles inside like you did for Fig. 5 above. Both of the outside surfaces will be triangles (Fig. A). Fold the corners of one of the surface triangles toward an imaginary center line (Fig. B). Turn it over and you will see Fig. C. Fold points a and b toward an imaginary center line to get Fig. D. Fold down the points on Fig. D to look like Fig. E. These will be the front feet of the frog. Turn the frog back to side one to see Fig. F. Where the two edges come together in the center, fold each one back onto itself (Fig. G). This will make the back legs of the frog. Notice on Fig. G, fold lines for the same two folds you used in Fig. 9 to complete the first frog.

The second frog has more detail, can be made in various sizes, and is more challenging to make. A paper with a different color on each side can make this one a little easier to master.



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JUNE CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
A DAY IN JUNE	June 7, 1769 — Frontiersman Daniel Boone began exploring what is now Kentucky. Make plans to spend a whole day outdoors.	June 12, 1827 — Birthday of Johanna Spyri, author of *Heidi*. This is a good book for reading and for acting out major events of the book.	June 13, 1967 — Thurgood Marshall became the first black justice of the Supreme Court. In a circle, share "I'd like to be the first to..."	June 16 – *Father's Day*. Make Dad an oversized or accordion-folded card.	June 25, 1951 — First color TV broadcast. Put on your own TV premieres. Use a cardboard box with a hole cut out for the television.
STARS & STRIPES	June 14, 1777 — The Continental Congress adopted the stars and stripes as the US flag. Make a collage of star-shaped things.	Make decorations for Flag Day, June 14. Spatter print stars on banners or make star mobiles.	Bake star-shaped cookies.	Find out about the Hyakutake Comet.	Find edible stars: Serve star fruit for a snack. Use either dried or fresh slices. Also, cut across the center of an apple to see a star inside.
SUMMER THINGS TO DO	Put water 6" deep in a bucket. Put a dime in the bottom. Give each child a turn to try to completely cover the dime by dropping six pennies in one by one.	Model "Wardrobes of the World." Research, but make the clothes out of "dress-up clothes" or newspaper.	June 5 is National Yo-Yo Day. Create several contests or exhibitions involving yo-yos.	Set up a pretend store. Practice good manners as customers and employees.	Have a "Crab Walk Relay."
CELEBRATE SUMMER	Plan a revolving library of summer reading list books and consider time and space for reading every week.	Identify one or more shut-ins or elderly citizens for whom children might volunteer for yardwork or other tasks regularly over the summer.	Plan with others in the community to paint over graffitti.	June is Frozen Yogurt Month. Be creative. Make your own or create a new combination.	Create a new dance or move to music.
EXTRAORDINARY	Create a landscape picture made up entirely of dots.	Walk through paint and across paper or otherwise create a work of art using feet instead of hands.	If you can't visit a zoo, be a zoo. Use body paint and create costumes to transform each child into a different animal.	Write a simple story and illustrate it as a pop-up book.	Lie on your back in the grass and look at the clouds. What shapes do you see? Watch as the shapes change.
WHAT CAN I DO NOW?	Draw a wall-sized calendar of summer schedules and events. The block for each day can be a separate sheet of paper by a different artist.	Get a book on magic and perfect a few tricks.	Each in turn, look up a word in the dictionary and call it out. Everyone write a definition. Those correct get a point. If all are stumped, the caller gets a point.	What can you make from a pile of wet sand?	It's National Rose Month. Make a potpourri or sachet of rose petals.

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Washington Notes

by Charles Pekow

Charles Pekow is the Editor of "Day Care U.S.A." This report is written exclusively for SAN readers.

FY 96 Funding Finalized

Past the halfway point of the year, Congress and the President finally settled their differences and approved FY 97 funding for school-age programs.

Several controversial agencies survived efforts to zero them out. Your program may suffer significantly because of one cut though. To fund other programs, the budget agreement cuts the Social Services Block Grant from $2.8 billion to $2.381 billion. Since states have already received part of their third quarter allotment, the remaining funding for the rest of the year will be cut by about 30%. States that fund significant amounts of school-age care with the money will soon have to find replacement funding or cut slots.

Other controversies, however, came out more favorable toward continued funding. The Corp. for National & Community Services, which has made training volunteers to work with school-age children a funding priority, gets $400.5 million. While the amount is far less than what the Clinton administration proposed, it keeps the agency alive although Congress had previously voted to kill it. Congress also indicated it plans to fund the program in FY 97.

The Ounce of Prevention Council survives the year with a $1.5 million budget although the House wanted to kill it. The council offered nearly all of its FY 95 grant money for coordinating school-age programs with other youth/family services.

Other funding levels remain about as you'd expect: The Child Care & Development Block Grant gets $934.642 million, available to states Sept. 30. Work Activities Child Care gets $734 million, Transitional Child Care $220 million, At-Risk Child Care $300 million, and Part D Youth Gangs $410 million.

Public Housing Money Available

$21 million is up for grabs to start or expand child care programs for public housing residents under the Early Childhood Development Program. The Dept. of Housing & Urban Development (HUD) is offering grants of up to $500,000 for non-profits working in federally-designated empowerment zones and enterprise communities. Grantees can use funds for school-age care, preferable in conjunction with preschool.

Public housing authorities must provide space free or at "nominal" cost. Application deadline: June 26. Contact Elizabeth Butler, Officer of Economic Development, Office of Community Planning & Development, HUD, Room 7134, 451 7th St., NW, Washington DC 20410, fax 202-708-7543, TDD 800-877-8339.

Questions of Quality

by Linda Sisson, NSACA Director of Program Improvement and Accreditation

Note: *This column appears each month in SAN and raises some of the questions relating to quality in school-age care. I invite your feedback — your ideas and stories — related to these questions. This is an important avenue of learning for us and a way for you to help shape the school-age accreditation system that will guide our work in years to come. I'll be eagerly waiting to hear from YOU!!!*

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TILSISSON@WELLESLEY.EDU
Phone: *617-283-3460*

Time Out

Last month I asked about examples of positive and negative ways of relating to kids. This month I'm asking about a specific discipline technique: **time out**. I am concerned that **time out** is overused in many school-age programs. In some programs there is even a special "time out chair." It is also my experience that **time out** is not a very effective technique.

•Putting a kid in **time out** may stop a problem for a few minutes, but does it teach kids skills to change their negative behavior?

•Does **time out** facilitate the healthy development of the child?

•Do staff use **time out** because they don't know any alternatives to guide children's behavior?

•Can putting kids in **time out** have a negative impact on their relationships with the staff — or with other kids?

•Is **time out** used to punish overactive kids when the real problem might be in the environment, the activities offered or how transitions are handled?

•What are alternatives to time out?

•Is it sometimes appropriate and beneficial to isolate a child from the group? ***Why? When? How?***

I will be recommending that we say something specific about the use of ***time out*** *in the revised standards for quality school-age care. So I really need to hear what people have to say on this one.*

SAC CONFERENCES

PENNSYLVANIA May 17-18
Annual SACC Conference, Orefield, PA
Contact: 610-691-1819

WASHINGTON July 26-27, 1996 **New Listing**
8th Annual WA SAC Conference, Spokane
Contact: Carina del Rosario, 206-461-3602

NEW YORK Oct. 9, 1996
Annual SACC Training Conference, Albany
Contact: Patty Skinner, 518-426-7181 ext. 11

NEW JERSEY Oct. 18-19, 1996 **New Listing**
3rd Annual Nat'l Conference on Older Children, Morristown, **Contact:** Diane Genco, 908-789-0259

MICHIGAN October 23, 1996
MI SACC Conference, Warren
Contact: Sue Javid, 810-228-3480

ALBERTA Oct. 25-26, 1996
SAC Conference, Calgary, Alberta, Canada
Contact: Carol Broen, 403-282-7466

NORTH CAROLINA Nov. 7-9, 1996
7th Annual SAC Conference, Raleigh
Contact: Margaret Anne Biddle, 919-828-0345, ext. 130

DO WE HAVE *YOUR* SAC CONFERENCE DATES?

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Successful Summer Field Trips

by Lauren Atwell-Douglas

So, you're faced with 10 weeks of summer, 60 children and 10 hour days — what do you do now? Before you panic, consider this: constructive field trips can enhance your summer program and provide lifelong memories for your children (after all, isn't that why we're in the business?) I emphasize constructive, because anyone can plan and take a field trip. But ask yourself — will this trip benefit the children? Is it age-appropriate and are you truly prepared? If you've answered all of these questions in the affirmative, then yes, you are ready. But if there is even the slightest doubt in your mind, read on.

Set aside a portion of...staff meetings to brainstorm, plan and delegate responsibilities for a season's field trips.

The smoothest running trips are those where you've adopted the Boy Scout motto, "Be Prepared." If you're in the midst of summer camp, you've got a great resource at your disposal, namely, your camp counselors. Camp counselors typically come with a predisposition to having fun, love of children and a willingness to share. As such is the case, they can be invaluable to you in helping plan and implement a field trip agenda. Set aside a portion of Counselor Orientation or staff meetings to brainstorm, plan and delegate responsibilities for a season's field trips. Giving counselors a role in planning of field trips will ensure everyone is in tune to the purpose and preparation necessary for the trip itself.

Coordinate field trips around camp themes and camper interests as this will make the experience more meaningful to the children. Counselors can prepare children for trips by relating the week's activities to a planned trip. A field trip can indeed be an enriching follow-up to any activity or theme (i.e. after studying a 4-H project on plants, take a field trip to a nature conservatory or botanical garden). Activities during the week should be age-appropriate to increase the child's ability to relate or identify with the planned trip. Suggested activities during a week where children will visit a nature conservatory might be to have a nature walk to locate various plants, or a scavenger hunt to find as many species of leaves as possible. Enrichment studies might involve the children in keeping a pictorial journal of what they've learned about particular plants (leaf pressing will help them visualize and remember plants they've studied). Appropriate snacks during the week would be fresh vegetables and fruits (of course!). One could come up with numerous games, art work and music related to nature. By relating field trips to camp themes, you will provide wonderful and educational memories for your campers.

By relating field trips to camp themes, you will provide wonderful and educational memories for your campers.

Now that you've decided on which field trips you'll take and have related them to camp themes, learn as much as possible about the facility or site you've chosen to visit. By verifying admission fees, attractions related to your camp themes, group visitation policy, off-limit areas, parking and lunch accommodations, you'll save yourself countless headaches that could ruin an otherwise enjoyable experience. Calling ahead the day before your scheduled visit will also keep you abreast of changes and verify directions. Knowing these things will ultimately enable you to prepare everyone properly.

Prepare parents for field trips as far in advance as possible. Give the parents a schedule (if available) listing dates and times you'll be away from the camp site. Advise parents of departure and return times and collect permission slips (along with fees). Including a set of directions to the site of the field trip may be helpful to some parents. Encourage parents to dress their children appropriately for trips (i.e. rain gear or old clothing for hiking, etc.). Tips on summer lunch preparation will also help parents.

To prepare your staff, give each counselor a list of children they'll be responsible for (a 1:10 ratio for school-agers is recommended). If you've been able to obtain maps of the facility, discuss meeting places, rest room locations, etc. This is also an opportune time to reiterate first aid, transportation safety rules and your camp's missing child procedures. Be prepared, and most of all, have fun!

This article originally appeared in the June, 1991 issue of SACC Partners, *published by the Southeastern Pennsylvania SACC Project. Reprinted with permission.*

Lots of . . .

(Continued from page 3)

gravel tended to spread around to their sides and back and eventually leaked out. They learned that although the pea-gravel is a solid, when you have a whole bunch of it, it acts like a liquid. They learned cooperation because it took several of them to help each other with gathering, pouring, and tucking-in leaks. They also had fun.

My regrets—I regret that one of the points I considered were the number of kids on the playground at the time and whether this would spread as a fad. There were no younger children at that time on that part of the playground. I knew this behavior would stay with just these kids. But I also knew I wouldn't be comfortable with everyone doing it. So we have one of those situations of life's inconsistencies because I may say "No" next time or another adult may say "No" and then the kids will repeat the famous refrain—"But you let us do it before."

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RESOURCES

Older Children Conference Set for October

Plan now to attend the 3rd Annual National Conference on Older Children, "Growing Up With No Place To Go: The Next Step," to be held October 18-19, 1996 in Morristown, New Jersey. The conference is being sponsored by the New Jersey School-Age Child Care Coalition.

Registration fees for the conference are $100 for NSACA members and $110 for non-members. Hotel reservations at the Headquarters Plaza Hotel are $70 per night for single/double occupancy, $85 for triple and $100 for four in a room.

Watch *SAN* for further information regarding registration information concerning this important conference.

Children's Right To Play Outside Book From NAEYC

Lamenting the fact that most school-age children today do not have the same kind of access to outdoor play as previous generations of children have had, *The Great Outdoors: Restoring Children's Right to Play Outside*, from the National Association for the Education of Young Children (NAEYC), promotes the creation of healthy outdoor environments at schools and after school programs.

Discussed are the developmental benefits of outdoor play, guidelines on how to create a great outdoor space for play, and examples of schools who have taken the initiative.

The book is available for $8 from NAEYC at 1509 16th St., NW, Washington DC, 20036-1426. Or call 800-424-2460, ext. 604.

ESR Catalog Available

The **Educators for Social Responsibility's** 1996 catalog of resources on conflict resolution, social responsibility, diversity education, violence prevention and character education is available. In addition to excellent books and videos covering these topics, the catalog includes schedules of summer and fall workshops and institutes, plus professional development and membership information. Call 800-370-2515 to request a catalog.

Speaking of Catalogs . . .

In the April issue we recommended the **Creative Wholesale** catalog. Many readers called the number, 800-347-0930, only to be told there was a $3 charge. We have since confirmed that the catalog will be sent for free to anyone who requests it.

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School-Age NOTES

ISSN0278-3126 © 1996 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

City of Tucson Proves Committed to SAC

by Joyce Jackson Maneck
Associate Editor

The city of Tucson, Ariz. has done for its school-age children what most SAC workers can only dream about in their cities: the city has committed itself to quality school-age programs for children and adolescents which are provided *free* to the participants. All of this because of money budgeted by the city specifically for these programs.

Like most cities, Tucson was experiencing an alarming increase in juvenile crime. Gangs were proliferating, preying on children and youth who had no place to go after school or during the summer while parents worked. The mayor and city council decided that providing safe places for school-agers to interact with others was one way to stem the rising tide of violence in the city. So Tucson was declared a "Child-Friendly City."

"The City of Tucson is committed to making positive and meaningful contributions toward fulfilling the promise of the future in our children by being a child-friendly, family-friendly community," states the resolution passed by the council.

To that end, the council added an additional $500,000 to a budget which had been created earlier to run a free after school and summer program for elementary school-age children. The program, called KIDCO, is managed by the Tucson Parks and Recreation Department. Because of this commitment to Tucson's children, the program has grown from serving 600 children in 1989, to serving 4,441 children at 40 locations in the summer of 1995.

Among its objectives for providing "an option to latch-key situations in the City of Tucson," the KIDCO program lists these priorities: 1) to provide a free program for children from kindergarten through sixth grade; 2) to provide a safe, comfortable place for children, after school and in the summer; 3) to provide a place to practice physical fitness, experience healthy alternatives, and learn respect for the body; 4) to provide an environment to promote self-esteem, encourage listening and caring, learn stress release, and reinforce positive values; 5) to encourage time for friendships; 6) to discourage drug and alcohol use and promote healthy life choices.

...Juvenile crime in Tucson declined by *52%* from the previous summer. The police department attributes this dramatic decline in part to the KIDCO and other recreational programs.

Continued interest in the KIDCO program led to the MIDCO program, also known as the "Recreation Investigation Program." MIDCO is aimed at students in middle school grades, young adolescents who still need a safe environment for healthy activities. In the fall of 1995, 207 students enrolled in the MIDCO program at 11 sites.

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Washington Notes

by Charles Pekow
Charles Pekow is editor of "Day Care USA." This report is written exclusively for SAN readers.

DCBG To Rise Again?

Editor's Note: *The Dependent Care Block Grant (DCBG) is the money that has most shaped the school-age care field since 1985. It has helped support state SAC conferences and trainings as well as start-up, expansion and quality improvement grants to programs.*

Will the Dependent Care Block Grant rise like the phoenix? With the blessing of the Clinton administration, Congress declined to fund the program and officially killed it this year.

But support for the program, which earmarked 60% of its funds for school-age care, hasn't vanish entirely. Sen. Orrin Hatch (R-Utah) is trying to restore it, his office confirms. Hatch hasn't decided whether to try to revive it as a separate block grant or as an earmark of another program, such as the Child Care & Development Block Grant.

School-Age Operations Sought In California

The Army wants you – if you can operate four school-age programs for enlistees' children near Oceanside/

(Continued on page 6)

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Tucson . . .

(Continued from front page)

The MIDCO program focuses on three areas which offer teens a variety of choices: 1) Leisure Education, 2) Leadership and 3) Volunteerism.

The directors of these programs feel there are three keys to their overwhelming success. The first key is the close partnership the Parks and Recreation Department has formed with the public school system. Most of the programs are held in the schools, where facilities are offered for free and can serve the children who live in their vicinity. Interest in the success of the programs has led to sites in other places, including a shopping mall, but the majority of the sites which serve the most children are at the schools.

...Programs are free. The city council has continued to pass bond measures which... fund these programs and [financial aid] collaborations have formed.

The second key to success is that the programs are free. The city council has continued to pass bond measures which adequately fund these programs and collaborations have formed with other civic organizations and businesses who offer both financial and physical aid. Some of the organizations who support KIDCO and MIDCO in some form include the Girl Scouts of America, Boys and Girls Clubs of Tucson, Campfire Boys and Girls, the YMCA, the Tucson Police Department, the Tucson Water Department, the University of Arizona Education Department, the Pima County Interfaith Council, the Pascua Yaqui Tribe, the Tucson Fire Department, to name only a few.

The third key is that these programs are *recreation* programs as opposed to *child care* programs. The distinction made by the directors is that the recreation aspects of the program offer more for the children, rather than simply providing "baby sitting." *(School-age programs operated by child care centers may take exception to this characterization, but, for the purposes of this article, is not debated here. - JJM)*

"We're free — to anyone. All of Tucson's children are at risk so no one has to prove need."

The success of these programs has led to a grant from the Department of Interior - National Parks Service which enabled the Parks and Recreation Department to publish three guides as a Recreation Replication Project. These guides offer insights and guidelines on setting up similar programs in other cities. The set of three guides, titled *A Survival Guide for Youth & Early Adolescence Recreation Administrators*, *A Survival Guide for Early Adolescence Recreation Workers*, and *A Survival Guide for Youth Recreation Workers*, are available free to anyone who requests them. The first guide gives the background of the programs as well as sample newsletters, planning calendars, activity ideas, and tests to give workers after they've studied the other two guides. The second and third guides take an original and unique approach to giving recreation workers guidelines on how to plan and carry out a program on a daily basis. To request the three guides write to the Tucson Parks and Recreation Dept., Schools Unit, 900 S. Randolph Way, Tucson, AZ 85716, or call 520-791-4845.

Measurable achievement of the success of these programs has already occurred in one of the most important areas. In the summer of 1993, one year after the City Council approved the additional funds for KIDCO, juvenile crime in Tucson declined by **52%** from the previous summer. The police department attributes this dramatic decline in part to the KIDCO and other recreational programs.

The true commitment of these projects to children in general, and Tucson's children in particular, is reflected in this statement from one of the guides:

"We're free — to anyone. All of Tucson's children are at risk so no one has to prove need."

Cost Of Paper Hits Newsletter, Books

Paper mills across the nation have just announced a 10% increase in paper prices, affecting how publishers are now pricing their books. This is on top of paper price increases in the past year which have been as much as 50%.

What does this mean for School-Age NOTES and our customers? Printing costs are going up and many books in our new catalog for Fall 1996 are increasing in price from $1-2, sometimes more.

The *School-Age NOTES* newsletter is also affected. Although postal mail increases went into effect 18 months ago, we've been able to hold the line on a subscription price increase until this latest round of printing cost increases. Beginning September 1, 1996, subscription prices will increase less than 10% from $22.95 to $24.95 ($27.95 for Canada, $29.95 for other foreign subs). Our last subscription increase was three years ago.

School-Age NOTES

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Editor/Publisher:	Richard T. Scofield
Associate Editor:	Joyce Maneck
Office Manager:	Mary-Helen Marigza

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Transition Time Games

For Two Teams:

Compound It!

Team One calls out a compound word, such as "poundcake." Team Two uses the last part of the word to begin a new compound word, such as "cakewalk." Team One could then respond with "walkway," and Team Two with "wayside," and so on.

Sound Off!

Teams take turns naming words that are sounds, such as "Whiz," "Yell," "Clang," "Squeal," and so on.

100 Even

Team One calls out any number between 1 and 10; for example "6." Team Two can add to it any number from 1 through 10, perhaps "9." They would then call out, "6+9=15." Team One then adds to 15 a number between 1 and 10. The teams take turns, but the object is to be the team who adds the number that makes the sum exactly 100.

Opposites

Team One calls out a word and Team Two calls out its opposite. Then Team Two calls out a new word and Team One answers with the opposite, and a new word. For example:

Team One: hot
Team Two: cold/wet
Team One: dry/big
Team Two: little/old

For The Whole Group:

Place Names

The first player names a place. The next player names a place that begins with last letter of the previous player's place. Keep this one moving rapidly.

Show Your Colors

Choose a color. The kids look around to see how many things they can see in that color.

Wrong Way Corrigan

On July 17, 1938, aviator Douglas Corrigan took off from New York to fly to California, but instead he ended up in Ireland! This earned him the nickname "Wrong Way Corrigan."

Share stories about mistakes that turned out to be funny. Do you or does someone you know have a nickname? How did it originate?

Everybody Talks About It

Appoint an official weatherperson for each week of the next six weeks. Start a notebook for recording rainfall and the day's high and low temperatures. Write down each day's prediction from the first day it is predicted and again on each succeeding day. Report on how the forecast changes leading up to each day and compare what actually happens. What caused the meterologist to amend or update the forecast?

If you have a team, let them monitor different TV news stations and have someone bring in the newspaper, so predictions can be compared. Decide which forecaster has the most accurate record for your period of observation.

Have your weather reporters advise you also in planning outdoor activities and field trips.

Language

For children up to the age of ten, time spent learning a language is time well spent; it's during those years that the pathways in the brain dedicated to language learning are developing, which facilitates language learning at a more mature age. The earlier a child hears and speaks a foreign language, the better chances for mastery and for speaking the language without an accent.

Language activities that incorporate listening and simple conversation are appropriate.

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Shadows

Have a friend draw around your shadow with sidewalk chalk. Repeat the drawing at 2-hour intervals, using different chalk colors.

What do your drawings tell you in terms of the Short Shadow Rule: If your shadow is shorter than you, seek relief from exposure to the sun?

Telephone

On July 29, 1914, the first phone call was made between New York and San Francisco.

Experiment with a toy phone made of two tin cans and a cotton cord. Make a hole in the bottom of each can with a nail. Put the cord through and tie a large enought knot inside the can to prevent the cord from pulling through the hole. Keep the cord taut between the two cans. A person speaks into one can while a partner listens in the other.

Ocean Waves

Arrange chairs in a circle. "It" stands in the middle. When "It" calls "Waves left!" the players slide over two seats to the left. On "Waves right!" players slide two seats to the right. The commands may be given rapidly and in any order. "It" tries to get a seat.

15 Years Ago

Try this activity from the May/June 1981 SAN: ***Make your own cookbook with children's and staff's favorite recipes.*** Have the book printed and sell to raise money. Collecting and writing recipes, layout, drawing pictures, naming the cookbook are all parts of this project the children will enjoy. A visit to a local printer to investigate having the cookbook printed will provide information about printing as a career option as well as what the printing process is all about.

54 Activity Ideas

The minimum number of Activity Ideas in this issue is 54.

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Saying NO! to "Time Out"

Editor's Note: *Both SAN and Linda Sisson received several letters and faxes concerning the use of "time out" in response to Sisson's May column asking for comments on the same subject. The quickness of these responses indicates how strongly caregivers feel about this subject. One of those letters is offered here:*

As a child care training provider, I, too, am concerned with the overuse of time out. In answer to your questions: "Does it facilitate healthy development of the child?" The obvious answer is NO! How can isolation and visual display of the "bad" child contribute to healthy self-esteem?

If our goal for children is self-discipline and internal control, time out does nothing to help children learn this behavior.

"Do staff overuse time out because of lack of alternatives?" It is unfortunate that time out seems to be the first response to inappropriate behaviors as opposed to being the *very* last resort. Staff need to be encouraged to intervene *before*—observe children closely to discern what is causing misbehavior and be proactive as opposed to reactive. Quiet reminders and redirecting are other strategies.

If our goal for children is self-discipline and internal control, time out does nothing to help children learn this behavior. Vivian Paley, in her book, *The Boy Who Would be a Helicopter* (Harvard University Press), tells the story of her use of the time out chair. It seems "the chair" was out for repair. A child walking into the room remarked, "Nobody can be bad today, Mrs. Paley!" Questioned about this observation, the child further explained, "If there's *no chair*, then nobody can be bad!"

Perhaps the time out chair has become a safety net for children as well as adults.

If we challenge ourselves to be constantly searching for alternatives, children, too, will be challenged.

"Is overuse of time out a reflection of inappropriate planned activities and environment?" Absolutely!

"Is overuse of time out a reflection of inappropriate planned activities and environment?" Absolutely! If programs are accommodating needs of children, few, if any, discipline problems will arise.

"Is it sometimes appropriate to isolate a child from a group?" Yes, children need to have a choice of cooperating with a group and following rules or removing themselves. Clare Cherry calls this time "renewal time."

"Is it sometimes appropriate to isolate a child from a group?" Yes, children need to have a choice of cooperating with a group and following rules or removing themselves. Clare Cherry calls this time "renewal time." I like the focus on the positive and renewing ourselves for the future. It is *not* to say that a gentle touch or guiding the child elsewhere or the child being physically close to *you* is not an alternative.

Other alternatives:

1. A *strong* understanding of the developmental needs of children.
2. An environment that reflects the needs of children, filled with choices, flexibility and open-ended materials.
3. Expectations are clear, communicated and consistently reinforced.
4. Caregivers model problem-solving and help children to solve their own problems.

Yours in educating children,

Leanne Grace, Director
Rainbow Hill School
Shickshinny, PA

Watch for "What to do when there is no time out" in the July issue of SAN.

"Time Out" Today

SAN's editor, Rich Scofield, has returned to being a caregiver two afternoons a week in a SAC program.

For me time out was something I used to use as "a reminder to control running or being loud" or as a "quickly applied consequence" when a common rule had been broken or I was on my second or third verbal reminder. That was what I wrote 13 years ago in the SAN article "Time-Out and the After-School Program."

So, have my views changed? Did I apply different techniques this year rather than using "time out?" Yes, I found I didn't use time out this past year in my after school experience. Perhaps I was influenced by one of our SAN writers who in 1988 wrote a rebuttal to my 1983 article. She titled hers "Time Out for 'Time-Out.'" She pointed out that time-out is not a logical consequence and provides little opportunity for kids to learn more desirable behaviors. Or perhaps not being the director meant I had more time to talk about what was going on and help suggest alternative behaviors. At least for now, I do believe my views and practices have changed.

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JULY CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
IT HAPPENED IN JULY	July 2, 1996 — Today 1996 is half over. Plan a celebration for tomorrow for the beginning of the second half.	July 3, 1890 — Idaho became the 43rd state. Name 10 products the state is known for. Check yourself with an encyclopedia.	July 5, 1946 — The bikini swimsuit debuted at a Paris fashion show. Look up pictures of swimwear from 1890 through the 1930s.	July 6, 1957 — Althea Gibson became the first black tennis player to win a Wimbledon singles title. Put together an intramurals tennis tournament.	July 7, 1954 — Elvis Presley made his radio debut on a Memphis station. Mime an Elvis Presley recording.
JUST TRY IT	Take turns acting out something you do to help out at home. Let the others guess what it is.	Sit back to back with a partner and interlock elbows. Now stand up together. Sounds easy? It's not!	In a circle, start an action. The next player repeats it and adds a new one. The third player repeats the two and adds a third. Have the whole group go through each set of actions.	Do a relay with one bucket of water and a coffee can for each team. Each team must carry water to their can using only their hands.	Collect appropriate rocks to paint as pet rocks.
MORE JULY EVENTS	July 12, 100 B.C. — Julius Caesar was born. His name gives us "July." If you could name a month, what would you call it?	July 12, 1933 — The U.S. government set the minimum wage at 40 cents an hour. How much would you make in a day? a week? at minimum wage today?	July 12, 1971 — birthday of Kristi Yamaguchi, Olympic gold medal figure skater. Read a biography or check out a video.	July 26, 1775 — Benjamin Franklin became the first Postmaster General. How many stamps can you find with his picture on them?	July 27, 1940 — Bugs Bunny made his official debut in a Warner Brothers cartoon. Practice talking like Bugs Bunny.
RED, WHITE AND BLUE	Make a necklace. Cut red-and-white striped cocktail straws in 1/2" pieces and string alternately with blue stars.	Make a candle. Cover a paper tube with white paper. Decorate it with red and blue paint. Crumple red or yellow tissue paper to form a flame.	How many flags of various nations are red, white and blue? How many state flags?	Braid a friendship bracelet with red, white and blue yarn.	July is National Ice Cream Month. What can you do with homemade vanilla garnished with blueberry, cherry or strawberry?
FLOWERS REAL & IMAGINED	Learn how to arrange live flowers or to make an arrangement of dried flower.	Make a dish garden of cacti. There are many varieties of small cacti to choose. Get a potting mix especially for cacti.	Make a bouquet of flowers from a styrofoam egg carton. Cut apart the individual egg cups and trim each to shape different flowers. Use chenille strips for stems.	Marigolds are easy to grow from seed. If you have no place to plant outside, plant the small ones in pots or window boxes.	Grow a crystal garden. Mix 1/4 c. water, 1/4 c. laundry bluing, 1/4 c. table salt, and 1 T. ammonia. Pour over charcoal briquets in a bowl shallow enough so the briquets stick out of the liquid
GAMES	Hide dried beans around the room. Each team chooses a leader and an animal. As players find beans, they make the sound of their animal to call the leaders. Only leaders may pick up beans.	Run a relay indoors or out with a pingpong ball on a teaspoon.	One player is *IT*. The other players pass a bandana from player to player, while *IT* tries to catch a player with the bandana in hand.	Players form a line holding the waist of the player in front. The head of the line tries to catch the tail. When the tail is caught, the head becomes the tail, and the second in line becomes the head.	Play tag, but as each player is tagged he joins *IT* as part of a chain, holding hands. Continue until no one is left to tag.

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Washington Notes

SA Operations . . .

(Continued from front page)

Camp Pendleton, Calif. The provider needs licensing. The sites must open at 6:30 a.m. and close at 6 p.m. weekdays. The programs serve grades K-6 with enrollment of up to 45 per site. Child:staff ratios are at least 15:1.

If you're interested in the job, request SOL MOO681-96-R-0014 from the Contracting Office, P.O. Box 1609, Oceanside, CA 92051-1609, Attn: Arlene Sigele, 619-725-8132. Include a non-refundable cashier's check or money order for $10 payable to the U.S. Treasury and mail by July 18.

Readers of ***School-Age NOTES*** *who want more frequent and detailed updates of federal happenings can subscribe to the biweekly* ***Day Care USA Newsletter*** *for the special rate of $150, more than 40% off the regular price. Call 800-929-4824, ext. 223 and use code WO1572.*

Use Care When Choosing Books for SAC Programs

An Editor's Opinion

by Joyce Jackson Maneck, Associate Editor

One of the dilemmas school-age care programs face is choosing appropriate materials — toys, games, books, etc. These materials have to be reviewed for how they reflect the program's philosophy and whether they respond to the multiple backgrounds and needs of children and families in the program.

At School-Age NOTES we face the same situation in choosing the books we promote in our *After School Program Catalog*. When we place a book in the catalog, we are, in essence, recommending that book. So we scrutinize each book carefully to determine whether it "passes muster" in its appropriateness for school-age programs.

Recently we came across a book that offers over 400 games for large and small groups. Mary-Helen, our office manager and the person responsible for the activity and curriculum pages of the newsletter each month, said this book had the best group games she had seen.

The descriptions of the games look more like military strategies on D-Day than an innocent game.

On closer inspection, however, I became concerned about some of the messages I felt were being imparted to play leaders and children who use the book. There were several aspects that made me uncomfortable. But, there was one aspect that all reviewers of materials need to be aware of.

There appears to be a major contradiction between the book's *stated* purpose for the use of the games and the games themselves.

The introduction to this book and the back cover commentary, offers a wonderful message about the need for making games cooperative, friendly and about building community.

"[This book] was written because we believe people want to play games again and want to have fun. So we have chosen games that are not only fun but are also playable by nearly everyone — *games that are an occasion for celebration, not warfare*" [my emphasis].

An inarguable philosophy, yet the titles and descriptions of some of the games belie these statements.

A quick rundown of some of the game titles: *Bang Your Dead, Killer, Battle for the Sahara, Chaos vs. Control, Fighters & Fiends, Murder, Fugitive, Hired Gun, Infiltration, Kamikaze, Smuggler, War*, and *Assassination*.

I realize many game titles do not accurately represent what the game is really about. We've all played games like "Murder," a process-of-elimination game in which a "detective" tries to determine who "killed" one of the other players. But for the games like *War, Smuggler, Infiltration*, and *Battle for the Sahara*, the descriptions of the games look more like military strategies on D-Day than an innocent game.

For example, the game *War* has two armies, each complete with generals, colonels, captains, lieutenants and platoons. There are defensive units and offensive units. Various objects are used as bombs and guns. The object of the game is to destroy the opposing army's radar installation. Losing teams are "executed" with a pie in the face.

How does this game stay in keeping with a book that's about "celebration, not warfare?" It obviously promotes warfare, regardless of whether the intent is actually to promote strategy and community-building.

Put aside the issue of encouraging children to play games which replicate war and violence. For those reviewing and choosing materials the concern here is what happens if a person looking at this book initially sees the comments about the non-competiveness of the games and buys or recommends the book without looking more closely at the games?

School-Age NOTES almost made that mistake. We looked at some of the games, liked what we saw, and decided to carry it in our catalog. But in reading it more closely, we changed our minds. We could not comfortably promote this book because of that contradiction and other conflicts with what we believe to be best practices.

It remains important to carefully look at each book and evaluate, based on personal and societal mores and values, whether it is something that truly promotes healthy emotional and social growth in children, or whether it perpetuates the myriad problems we already face in our society.

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Now Kids Can Create Their Own Games

New Publication from School-Age NOTES

What's the typical reaction from your school-agers when you try to organize group games? Do they willingly participate? Do they act bored and uncooperative? Do they complain because they cannot play **that** game one more time? Are the games initiated and directed by the children, or by the adults?

A brand-new book from School-Age NOTES, ***Games, Games, Games: Creating Hundreds of Group Games and Sports***, will end those problems and infuse new life into your group games.

The book, expected in our warehouse in late June, takes 22 basic games and sports everyone knows how to play and shows play leaders how to come up with hundreds of variations of the games to keep them exciting.

For example, how many ways can you think of to play the old standard "dodgeball?" Author David L. Whitaker offers 10 variations for playing this timeless game.

Key to this book, however, is Whitaker's section on making up games. In it he offers sound guidelines on facilitating children in *creating* their own games and sports, using a minimum of props and a lot of imagination. He guides the play leader in a step-by-step process of taking a game or sport everyone already knows and plays, and creating an entirely new game. Perhaps the children can take two games and find a way to combine them into one game. Or maybe they can take the principles of a board game, like chess, and turn it into a life-sized game; better still, how can they take an outdoor sport and turn it into a tabletop game?

Examples of "made-up" games Whitaker cites are those that children in his school-age program created. Games like "Human Bowling," "Goblin," "Super Hero," or "Alien Invasion" are all based on other games, with new and creative twists made up by the children. And even within those new games, variations are offered to maintain the excitement of the game.

"It doesn't take a great leap in logic to realize that games children control and choose will be more welcomed than games chosen and controlled by the adult."

— David L. Whitaker

Whitaker's idea for this book developed from his work in the North Kansas City (Missouri) School District School-Age Programs. He tried out many of his ideas on the children at Gracemor Elementary School in Kansas City, MO. Teaching children how to create their own games gives them more control over their activities, involves them in the game at a deeper level, and allows the game-playing period to be child-directed rather than adult-directed.

Whitaker says, "It doesn't take a great leap in logic to realize that games children control and choose will be more welcomed than games chosen and controlled by the adult."

The book is divided into four main sections, **Games, Sports, Made-Up Games, Quiet/Circle Games**. For those who need a book that have ready-to-go games to play, there are 45 games described, with as many as 10 variations for some games.

Cost of *Games, Games, Games: Creating Hundreds of Group Games & Sports* is $16.95 ($14.95 for subscribers) plus $3.50 S/H. Send your order to School-Age NOTES, P.O. Box 40205, Nashville TN 37204; for credit card orders call 615-242-8464 or fax 615-242-8260.

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10 Years Ago In SAC Planning

This activity from the May/June 1986 SAN is more about creating your own fun.

Do you ever find activities you think are great at first glance, but they won't work with your group? Try brainstorming ways to adapt them to fit your needs. Think about the size of your group, what materials are available, and the amount of time you have.

Is the activity too simple? Think of how you can use it as a "stage setter" or introduction to a related, more involved activity.

Is it too complicated? Take one aspect of the activity and simplify it.

Is it intended for individual use instead of a group? Redesign it! For example, if, for the Fourth of July, the instructions are: "Color the flag," you can provide materials for making paper flags. Or expand the activity even more by making kites and decorating them as flags, making a center flag, a family flag. . . Get the idea?

SAC CONFERENCES

WASHINGTON July 26-27, 1996
8th Annual WA SAC Conference, Spokane.
Contact: Carina del Rosario, 206-461-3602

NEW YORK Oct. 9, 1996
Annual SACC Training Conference, Albany
Contact: Patty Skinner, 518-426-7181 ext. 11

NEW JERSEY Oct. 18-19, 1996
3rd Nat'l Conf. on Older Children, Morristown.
Contact: Diane Genco, 908-789-0259

VIRGINIA Oct. 18-19, 1996 **New Listing**
VA SACC Annual Conference, Norfolk
Contact: Misty Moreau, 804-358-6153

MICHIGAN October 23, 1996
MI SACC Conference, Warren
Contact: Sue Javid, 810-228-3480

ALBERTA Oct. 25-26, 1996
SAC Conference, Calgary, Alberta, Canada
Contact: Carol Broen, 403-282-7466

NORTH CAROLINA Nov. 7-9, 1996
7th Annual SAC Conference, Raleigh
Contact: Margaret Anne Biddle, 919-828-0345, ext. 130

DO WE HAVE *YOUR* SAC CONFERENCE DATES?

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RESOURCES

ADA Video Training Available

A video series that helps child care directors come to terms with the Americans with Disabilities Act is available from the Center for Technology, Education and the Community at Eastern Washington University.

The training materials include eight short videos with accompanying manuals. They cover a range of topics such as "Ensuring Access," "Working with Parents and Community Resources," "Recognizing Disabilities," and "Behavior and Development Issues: What's a Reasonable Modification?"

The producers of the series point out that most child care programs are affected by the ADA, and increasingly more families who have children with disabilities will be expecting equal access to both child care and after school programs. This video series will help directors understand how to comply with the ADA. The materials suggest solutions to a variety of situations child care providers may experience in serving children with disabilities, and provide creative, low cost solutions for adapting the child care environment to a child's needs.

School-Age NOTES ***has not reviewed*** *the materials or watched the videos.* The information offered here is based on the promotional materials we received from the producers of the video series.

The set of video tapes and manuals is available for $85. For additional information call 509-623-4244.

Foreign Study Tour

The Centre for Community and Economic Renewal at the Ontario Institute for Studies in Education is sponsoring a fall tour of Sweden and Denmark to look at child care programs in those countries. The tour will include visits to group, family home and school-age programs in rural and urban areas.

Both Sweden and Denmark combine strong parental leave policies, a right to a choice of public early childhood services and an integrated system for children ages 0-7.

Dates for the tour are October 23 to November 7, 1996. For more information call the center in Toronto at 416-978-6895.

Free Catalog

The Nasco Learning Fun catalog, specializing in early childhood and primary education materials is available for free.

The catalog features discounted prices on standard early childhood education materials, including materials for after school programs.

To receive the catalog, call 800-558-9595 and ask for the "Learning Fun" catalog.

Reader Puzzled...

(Continued from page 1)

I really have to wonder if anyone read these guides before putting information on how to receive them in the newsletter. I have to say that I was quite shocked when I looked through them and read things like (on Behavior Modification) "Don't just fit the punishment to the crime, fit it to the criminal as well. In other words, don't just meet out penalties, dispense justice. It's a lot to ask, especially since that same process sometimes seems beyond our criminal justice system." The guides also talk about their quality programs that have a child to staff ratio of 20 to 1, with as many as 60 kids and only three staff on site. I would find it incredibly difficult to run a quality program with those numbers.

I work for a Park & Recreation District and am proud to say that we work very hard to provide before and after school programs that offer care, enrichment and recreation. This is not unique among people offering these programs. Why was it such an issue for Tucson Parks & Rec. to say they don't do child care (as though this were a bad thing) and imply that what they do is so much "more"? How will we ever gain professional status if people continue to put this dribble into print.

I hope that SAN staff will evaluate these guides and offer their opinion in a future article. I have to say that I was quite disappointed to see something this distasteful offered as a resource.

A partner in promoting quality programming,

Sue Jorgenson
Youth Recreation Manager
Bend (OR) Metro Park &
Recreation District

Editor's Note: *Sue Jorgenson is very active in the SAC professional field in Oregon and is past-president and current Governing Council member of the Oregon School-Age Coalition. She also has been a long time subscriber to SAN. Joyce Maneck, SAN Associate Editor and author of the article about Tucson's programs and its free guides, is out of the country until August 1st. Rich Scofield, Editor/Publisher, responds below.*

Dear Sue,

Thank you for your commitment to quality SAC and for bringing to our attention the apparent contradiction in our policy and for raising the issue of the quality of the materials and the program that was featured.

You are right, we do not read the free materials that get a one time mention in the newsletter as carefully as we "scrutinize" our catalog selections. There are glitches such as the "Lice-Buster Book" which we mentioned using only the promotional information from the publisher only to be later contacted by the National Pediculosis Association about the national alert they put out concerning the "incorrect information and potentially harmful directives" in the book. Even with the books in our catalog there are oversights. On occasion, we have stopped distributing books in mid-stream when we discovered that they may not contain enough appropriate, useful activities. Although in this case we had looked at the 170 pages of the three guides more closely and some concerns were raised - different from yours, there were three reasons we decided to publish the story and information about receiving the free guides.

The first reason for publishing the story was the almost unprecedented effort by the city of Tucson to provide free programs. The second was the lack of materials in the field addressing out-of-school programs for early adolescents and the current demand in SAC for such information. The third was the amount of good and needed information about working with youth. It was probably this aspect which drove the desire to see these guides made available.

In re-reading I find other major concerns besides those you mention. Two are interchanging discipline and punishment without outlining the differences (and yes we will discuss that in a future issue) and talking about programs for kindergarten through sixth grade without discussing the need to set up the environment for play opportunities.

Most importantly, I had overlooked the issue of these guides being used by others without SAC experience to set up programs. As SAC professionals we would ignore the suggested ratio of "not more than" 20 children per staff (and four staff to 80 children at "the normal summer program site") knowing that NSACA's quality standards suggest "1:10-1:15 for children age 6 and older, and 1:8-1:10 for children under 6." Someone without SAC experience or other SAC resources might take everything said in the guides as the exact way to do it even if they had flexibility to add quality aspects.

Perhaps you best summed up the situation in my follow-up call to you. "There is good information in many sections. It is too bad that they didn't have someone with a background in quality programming review the guides prior to publication.

Rich Scofield

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Rethinking Summer

by Rich Scofield

Right now, in the midst of your summer program, you may be asking why you are doing it — it's so intense — such long hours — so many new staff. Maybe this is not the best time to be rethinking summer. The best time may be after summer, so you have time to reflect on the experience for you, your children and their families.

On page 6, Linda Sisson has raised issues around how we evaluate our summer programs. This is especially important because they are so different from the school-year programs. As our professional field experiments with establishing a program improvement and accreditation system, we will have to look at how summer programs fit into accreditation and thus "rethink summer." Questions can be raised about whether accreditation for the school-year program can be said to also cover the summer program since there often are so many changes from the after school program such as different staff, different ways of programming, and even different sites it could be viewed as a whole different program.

In the May/June 1988 issue of SAN, Dawne Stirling of Seattle, WA wrote about "Why we stopped summer care." Perhaps it's time to revisit some of her points to help us "rethink summer" in yet another way.

Stirling points out that many children can be in after school care for seven years (kindergarten through sixth grade). Today two more years can be added as more children stay in programs through middle school to eighth grade and even more years if they started in the preschool program.

Stirling says, "For children, being away from the school-year program for the summer and attending a different program specifically designed and run for the summer months can be beneficial in a variety of ways. One, the kids would have a break from the standard school-age program similar to the break they get from school. They would also have opportunities to develop new friendships, explore new environments, learn new skills with different adults who are specifically trained and enthusiastic for summer care. Opportunities to attend special sports camps, day camps, sleep-over camps would become available for the kids. Many of these programs have years of experience organizing and running summer programs for children."

"Our first summer closure wasn't easy. Parents panicked at the first announcements although many had been involved in the decision."

"Staff can also benefit from being away from the school-age program in the summer. They, too, can enjoy a breather, after a school year of working closely with a group of kids. Staff in some school-age programs are part-time and don't necessarily want more hours. They might be students who want to travel home for the summer to work full time."

"Closing for the summer can mean the director will not have to re-hire and re-train "new" staff, which is a real plus for preventing director burn-out. Summer can be a time to re-organize files, work on special projects, clean out storage closets, and do the kind of fix-ups and remodeling the school year calendar does not facilitate."

Stirling related how in 1988 they were closing for the third summer in a row after being open for ten previous summers. "Our first summer closure wasn't easy. Parents panicked at the first

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Free Guides Questioned —

Reader Puzzled by Contradiction In SAN

Dear School-Age NOTES,

Upon reading your latest newsletter (June '96), I have to say that I was puzzled by a contradiction between two articles. The article on the cover talking about the city of Tucson's focus on, and dedication to school-age care was important in that it shows us what can be done when a community becomes aware of the importance of school-age care. Where I have a problem is with the free guides that are supposed to "offer insights and guidelines on setting up similar programs in other cities."

On page six in the newsletter, you have an article entitled "Use Care When Choosing Books for SAC Programs." In that article you said, "When we place a book in the catalog, we are, in essence, recommending that book. So we scrutinize each book carefully to determine whether it 'passes muster' in its appropriateness for school-age programs."

Does the same apply when mentioning free guides in your articles?

(continued on page 2)

More on NO! to "Time Out"

Editor's Note: *SAN received several letters concerning the use of "time out" in response to Linda Sisson's May column asking for comments on the same subject. The June issue reprinted one reader's response, the following is another.*

From: Pat Schmidt, Site Director
Kids Club, Pleasanton, CA

I read your concerns about time out in School-Age NOTES. I stopped the use of this as a discipline technique when I wrote [the following article] in 1992.

I have worked at Kids Club for the last five years and no one uses time out in our six, soon to be seven, centers.

I am sending you a copy of the article - maybe it will answer some questions.

Believe me this works. Time out does not.

What To Do When There Is No "Time Out"

When we started our program six years ago, we found discipline to be a major concern to our staff. We were working with kids who had high energy levels, who tested limits daily, and had never heard of cooperation or compromise.

It was clear that what we were doing was not working, kids were not happy, and we were burning out our staff.

Staff came to me daily with, "He won't listen to me, and when I put him on TIME OUT, he goes right back to testing the same rule again. These school-age kids are terrible."

It was clear that what we were doing was not working, kids were not happy, and we were burning out our staff.

As a staff, we took a long hard look at what was causing these problems. First, we asked ourselves, "What had we wanted to do after a day of school when we were kids? Did we want a lot of structured activities with a lot of adult direction?" **No!**

We threw out the "TIME OUT" and used redirection and consequences for actions instead.

We came up with these answers: we wanted to hang out with our friends; we wanted to have a snack; we wanted to PLAY; we wanted a quiet place to read and rest.

Next we made some big changes. We, as a staff, decided to provide that kind of program for the children. We threw out the "TIME OUT" and used redirection and consequences for actions instead.

We eliminated waiting lines whenever possible. We made group time more adult, short and interesting.

When we saw that our plans for activities were not working, we threw them out and tried something else. We surveyed the children's interests and built the program around them as much as possible.

Staff and children together decided what limits or rules we needed in order to keep everyone safe and show respect for one another. These are our rules:

- Be where you are supposed to be.
- Respect other people and property.
- Walk inside.
- Use inside voices.

We decided that breaking the rules should have consequences. If we misused the ball, then we should lose the use of the ball for that play period.

We also spent some time with the children on problem-solving strategies and conflict resolution. If one child had a problem with another, the two would try to work it out without adult interference.

The kids are beginning to see that they have some power over what happens and to take responsibility for it.

We are still telling our kids when they come telling on each other, "Tell him you don't like it," but things are getting a lot better. The kids are trying to work things out for themselves. They are beginning to see that they have some power over what happens and to take responsibility for it.

With the children's ownership of the progam and their participation in all program planning, we are all relaxing and finding that working with school-agers can be fun.

Presenting a United Front

Another reader made the point of the importance of everyone using the same discipline plan in order to present a united front (consistency).

"In our program, all teachers are trained to handle discipline problems using the same plan - thereby presenting to the child a 'united front' and eliminating the inevitable 'but my other teacher said we could....' Our plan places the responsibility of behavior choices ON THE CHILD - not on the teacher."

Programs may want to find out if the schools their children attend have a discipline plan that is consistently applied across grades. If so, is it a plan that the after school program agrees with philosophically and is it one the program could adapt to help present a consistent, "united front.

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Versatile Paint

Unfortunately, real oil, acrylic and canvas are expensive for children's use, but valuable experience can be gained with less expensive substitutes that can mimic some of the same qualities as the real thing. Working with oil or acrylic paints permits the mixing of colors on the palette, the brush and the canvas in ways that yield unlimited color variations. The paint is also of a consistency that permits the use of texture and the building up of several layers giving the appearance of depth to the painting.

Try It Out.

For the paint mix equal parts of powdered tempera paint and liquid dishwashing detergent. The finished product should have the consistency of oil paint from a tube.

An interesting thing happened when I introduced this paint to a new group. The children pointed out right away that there were too few colors to do a painting. We had only red, blue, yellow and white. "We'll just have to make the others;" I said; "What color do you want?" "Green." "Do you want a yellow-green? or a little more blue in it like this?" "Wow! What would happen if I put white in it instead of yellow?" "Try it and see." One child said she wanted to paint a rainbow. "Then you'd like some orange too; wouldn't you?" Suddenly the children were caught up in the making of colors, and it was contagious.

When we started the activity there were several who said they didn't want to paint. They had brought leotards and wanted to practice a dance. They were permitted to do that at the far end of the room. The art was not a compulsory activity. Now these children came and asked could they please do the art.

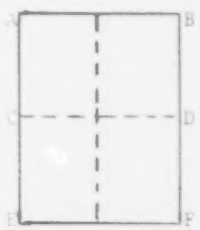
Another big plus of this paint is the ease of clean-up. With all that detergent in it, it washes right off hands and out of brushes.

Make A Box

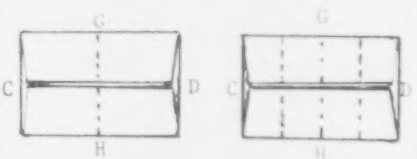
The child had made a small craft item and painted it, and wanted to take it home but it was still wet. We folded up a box for it so she could carry it without touching it with her hands.

This is a simple origami box that can be made from a sheet of construction paper. If a lid is needed, just make another box to use for the lid.

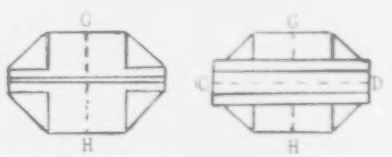
Fold an 8 1/2" x 11" sheet of construction paper in half lengthwise and unfold it flat again. Now fold it in half crosswise and unfold it again. This is just to get the fold lines.



Fold edge AB to fold line CD.
Also fold edge EF to fold line CD.



Fold edge C to fold line GH.
Also fold edge D to fold line GH.
Now unfold them again. These two fold were just to get the fold lines.



Fold each corner over to meet the fold lines you just made.
Fold the edges that run down the fold line CD back over the triangles.
Gently pull the flaps away from each other and the box will set up. Tape the corners if needed for added strength.

Frisbee® Relay

Line up each team in pairs. Pairs of the same height will make it easier. The pair face each other and hold a Frisbee between them. Without letting go, they must step over the frisbee and their joined hands as many times as it takes to reach the goal. If they lose hold of the Frisbee the pair must start over.

When the pair reaches the goal line, both must touch it; then they can run back to pass the Frisbee to the next pair on their team.

Dominoes

In a circle, all stand facing the back of the person in front. The first person squats, and as soon as he is completely down, the person behind him squats. Then the person behind her squats down and so on around the circle. As the action moves around the circle, the players look like so many dominoes.

Now watch them set themselves back up again. As soon as the last player squats, the next player stands up again and so on around the circle again. The larger the circle the more fun it is for the players to watch.

Musical Chair

This is like musical chairs but only one chair is needed. When the music stops, the players stand back to back. When players are odd-numbered the one with no partner is eliminated.

To eliminate a player when the players are even-numbered (every other round), one "free chair" may be provided. The player who manages to sit in it can also continue to play.

Players may also be eliminated if they pair off with the same player twice in a row.

35 Activity Ideas

The minimum number of Activity Ideas in this issue is 35 .

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AUGUST CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
AUGUST	August 1-7 — International Clown Week. Create a clown character, the costume and the make-up. Together create clown acts.	August 2 — Sisters Day, celebrating the special relationship between sisters. Plan a surprise for your sisters or for a special friend.	August 4 — In 1935 Congress declared the first Sunday in August Friendship Day. To make new friends, entertain another program or visit a senior center.	August 5-11 — Heloise's National Smile Week. Share a smile and it will come back to you. Try to make at least 10 people smile before the day is over.	August 7, 1959 — First picture of planet Earth taken from space. Who can be first to find a copy of this famous photo?
MORE AUGUST	August 10 — 150th birthday of Smithsonian Institute. Around a circle each name one thing housed there. Check the post office for the new stamp.	August 10 — Independence Day in Ecuador. Find it on a globe and locate the equator running through it. Follow the equator around the globe.	August 10 — Popcorn Festival in Van Buren, Indiana. If you can't go, make your own Popcorn Festival.	August 11, 1921 — Birthday of Alex Haley, author of *Roots*. Share a story about one of your own ancestors.	August 15-18 — Watermelon Festival in Hope, Arkansas, birthplace of President Clinton. Plan your own Watermelon Feed and related activities.
AND MORE AUGUST	August 19, 1902 — Birthday of Ogden Nash. His poems are funny. You'll like them. Try also *Falling Up* by Shel Silverstein.	August 19, 1871 — Birthday of Orville Wright. How about flying kites or making paper gliders?	August 25, 1985 — Samantha Smith, age 10, wrote to Yuri Andropov asking for peace between USA and the USSR. Write your own letter to a world leader.	August 25, 1665 — First play presented in American colonies. In small groups create plays based on favorite stories. Present them for each other.	August 31 — National Frisbee Festival in Washington, DC. Have your own frisbee event with throwing and catching demonstrations.
A SUDDEN SHOWER	A sudden shower and we're stuck in the shelter house! Set up a relay with a book or beanbag balanced on the runner's head.	In a circle, pass a ring around a loop of string. Players keep hands moving on the string. IT has three guesses to catch a player with the ring.	Leader starts an object around a circle giving it an animal name. As each player passes it on s/he makes the animal sound. As each object passes leader a new one is added.	IT hides her eyes while leader is chosen and starts an action. Leader keeps changing the action and group follows while IT tries to identify the leader.	20 Questions — The group chooses an object in plain sight. IT has 20 questions to find out what it is. The group may answer only yes or no.
OUTDOORS!	Make a mosaic design. Draw your design first with well-defined sections. Fill it in with dried beans, seeds or small pebbles.	Mix 1 part dry tempera paint and 1 part dishwashing detergent for a paint that can be mixed easily on a palette or old pieplate to form new colors.	Jack Frost Paint — Dissolve 1 cup Epsom salts in 1 cup boiling water. Cool and use for paint on dark paper. As it dries, crystals form.	Antique a piece of cardboard or sand and stain a piece of wood to make a plaque. For lettering, glue on alphabet macaroni.	Dress to get dirty. Build sand castles. Make bubble frames and do glycerin bubbles. Set up a water slide. Run through a sprinkler or wash a car.
	Tightrope Relay. For each team stretch a 20' rope taut but on the ground. In turn team members walk the rope without falling off.	Try your own mini Olympics. Possible events: 3-legged race, backwards race, 75 yard dash, running a race with a balloon between your knees.	A biathlon combines 2 events, such as a run and a swim. The winner has the best combined score. A triathlon has 3 events.	With sidewalk chalk, transform the courts and sidewalks into giant boardgames.	Relay — Roll a lemon to the finish line and back using only a pencil. Start over if it goes outside the guidelines.

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Rethinking Summer...

(Continued from page 1)

announcements although many had been involved in the decision. We contacted and reviewed local summer programs in order to assist parents in the transition. This was the hardest and most difficult piece we dealt with. But, after the first year of closing the benefits were acknowledged by children, parents, and staff."

BENEFITS from closing the summer program:

- "The children were refreshed by the new experience.
- When they returned in September, the kids found the after school program exciting and rather special.
- Seeing friends again and sharing experiences from the summer helped form healthier attitudes toward the school-age program.
- The parents were happy because their kids enjoyed new and varied experiences.
- Former staff returned ready to begin the year rejuvenated, energetic, and enthusiastic."

Rethinking your summer program may mean looking at how you are meeting the children's and parents' needs; it may mean looking at how you evaluate your summer program; it may mean thinking about how summer programs fit into an accreditation system; or it may mean examining whether you continue having a summer program.

Questions of Quality: Taking Stock in the Summer

by Linda Sisson,
NSACA Director of Program Improvement and Accreditation

One of the uniquely challenging aspects of school-age care is the fluctuating calendar. When school vacations, snow days, teacher in-service days roll around, a program that operates for short parts of the day has to suddenly balloon into an 11 or 12 hour day. Then for many programs summer means 8 to 12 weeks of these "full" days of intense activity. For some programs it also means a ballooning of enrollment with up to three times as many children and lots of new staff. For others it means consolidating the program in a different facility.

Summer is also an extremely important time for the staff and children and youth in our programs. The experiences they have create memories for a lifetime. It is important to ensure that we are running quality programs. But the busy pace in summer leaves us with little time or energy to do evaluation. Summer is a very hard time even to get people together for meetings. And there's not much time for reflection.

- So how do we make sure we're doing a quality job with our summer programs?
- What are the ways you have staff evaluate the summer program?
- How do you get feedback from the kids?
- How do you get feedback from parents?
- What do you do with the information you get?
- How do you evaluate the staff performance in the summer, especially the "summer only" staff?

Hope your summer leaves you a few minutes to respond to these questions!

Note: This column appears regularly in SAN and raises some of the questions relating to quality in school-age care.
I invite your feedback — your ideas and stories — related to these questions. This is an important avenue of learning for us and a way for you to help shape the school-age accreditation system that will guide our work in years to come. I'll be eagerly waiting to hear from YOU!!!

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Phone: *617-283-3460*

NSACA Workshop Proposals Near Deadline

Do you have your workshop proposal form for the 1997 National School-Age Care Alliance Conference in Orlando FL April 17-19, 1997? The deadline for submitting proposals is August 31, 1996. In order to obtain a proposal form drop a note to: Jim Atkinson, 1208 Cardinal Court, Altamonte Springs FL 32714.

SAC CONFERENCES

WASHINGTON July 26-27, 1996
8th Annual Washington SAC Conference, Spokane
Contact: Carina del Rosario, 206-461-3602

NEW YORK Oct. 9, 1996
Annual SACC Training Conference, Albany **Contact:** Patty Skinner, 518-426-7181 ext. 11

NEW JERSEY Oct. 18-19, 1996
3rd Annual Nat'l Conference on Older Children, Morristown.
Contact: Diane Genco, 908-789-0259

VIRGINIA Oct. 18-19, 1996
VA SACC Annual Conference, Norfolk
Contact: Misty Moreau, 804-358-6153

MICHIGAN October 23, 1996
MI SACC Conference, Warren
Contact: Sue Javid, 810-228-3480

ALBERTA Oct. 25-26, 1996
SAC Conference, Calgary, Alberta, Canada **Contact:** Carol Broen, 403-282-7466

NORTH CAROLINA Nov. 7-9, 1996
7th Annual SAC Conference, Raleigh
Contact: Margaret Anne Biddle, 919-828-0345, ext. 130

DO WE HAVE *YOUR* SAC CONFERENCE DATES?

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Development and Young Adolescents

by the Work-Family Directions Middle School Design Team

As programs move toward the new school year, it may be time to re-look at how the program is meeting the developmental needs of its "older kids." This is the third and last article in a series on 10 to 15-year-olds. The first was in December, "A New Way of Thinking About the Middle School 'Program'" and the second was in March, "Key Concepts for Program Design for Young Adolescents."

SAC providers and others in the youth development field are beginning to pay more attention to the best ways to offer programs for 10 to 15-year-olds. Understanding the developmental changes that young adolescents are experiencing will benefit both youth and providers as they design and implement programs.

There are five basic transitions that have major implications for the design and implementation of youth programs.

Physical Transition: Puberty

Puberty is a time of significant hormonal change. Rarely is the journey through puberty smooth and graceful. On average, girls enter puberty at ten-and-one-half years, boys at twelve-and-one-half years. There are often times of awkwardness both in terms of motor coordination and the social situations that stem from major physical change (or the lack thereof).

Cognitive Transition: Thinking in a New Key

Most young adolescents are experiencing a major transition between two ways of thinking. They are learning to "think in a *new key*"(Elkind, 1984); seeing themselves and others in new ways. While many youths may seem to be more moody, more emotional, and more self-conscious, these may in fact be symptoms of the transitions to new ways of processing information. Young adolescents may be more self-conscious about their physical appearances not only because they are physically changing, *but also* because their ability to be self-conscious is increasing.

Social Transition: Perspective-Taking Ability

While it may not always seem so, young adolescents are developing a greater ability to take the perspective (point of view) of other people. Their cognitive development allows them to better empathize with others, even when these "others" may disagree with them. Young adolescents develop the capacity to truly understand and value the Golden Rule as a principle that can govern social relations.

Emotional Transition: Responses to Body Image

Research surveys reveal that young adolescents are more preoccupied and dissatisfied with their bodies than are older adolescents (Santrock, 1987). At this age the body is a "social stimulus" that often determines the social groupings, peer status, and even the friendship options of young adolescents. Young people are likely to experience many different emotions related to their physical changes and to the social responses to these changes. Self-esteem may fluctuate wildly during this period.

Moral Transition: Shifting the Locus of Values

A major transition involves the shift *from* a child's internalization of other people's value systems *to* the construction of the youth's own value system. While the youth can still believe in the same values that he/she was brought up with, there must be a shift in the locus (source) of those values (i.e. the youth must now become the author of those values). The expansion of their social world to include junior high school, various peer groups, and numerous conflicting messages from the mass media, compels young people to think moral issues through for themselves (with supportive feedback from respecting adults).

All of these developmental transitions have major implications for program design and implementation. Helping participants meet their developmental issues in constructive and productive ways is an important element of any quality program.

(Members of the Work-Family Directions Middle School Design Team who contributed to this article are Steve Musson, Betsy Gillespie, Jenni Martin, Michelle Seligson and Ronnie Mae Weiss.)

New Coalition Focuses on Character

Nearly 100 civic and education groups have banded together to form a coaltion to promote a new program called *Character Counts!* The program will be used to counter violence and promote citizenship and responsibility among school children, according to a report from *U.S.A. Today*.

The first project from this group is a 60 minute video titled Kids for Character, which features more than 30 children's characters teaching the diference between right and wrong. The video was produced by Universal Studios Florida and will sell for $14.95 when it is available.

See articles in the March, '95, August, '95 and February '96 issues of *School-Age NOTES* for more on character education resources.

Observations

Rich Scofield is not working in a SAC program this summer but passes on this observation.

The age-defying, universal appeal of playground swings is "vestibular stimulation" (stimulating our internal "chambers" — organs).

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RESOURCES

SAC Rating Scale

The *School-Age Care Environment Rating Scale (SACERS)* by Thelma Harms, Ellen Vineberg Jacobs, and Donna Romano White (1996) is now available from School-Age NOTES. Many people are familiar with the ECERS (Early Childhood Environmental Rating Scale). The SACERS is similar in format but its content was developed especially for programs serving school-age children. In the 40-page booklet pages 6-37 are 49 rating scale items and notes for clarification. It divides the environment rating items into 7 categories: "Space and Furnishings," "Health and Safety," "Activities," "Interactions," "Program Structure," "Staff Development," and "Special Needs Supplementary Items." Pages 38-40 are the "Training Guide." A blank scoring sheet is in the middle of the booklet with additional copies available.

The scale is designed for center-based care rather than use in family child care homes.

Available from School-Age NOTES, PO Box 40205, Nashville TN 37204 for $8.95 plus $2.50 S&H.

Standards for Quality SACC

The Pilot Standards for Quality School-Age Child Care from the National School-Age Care Alliance (NSACA) are now available from School-Age NOTES for $9.95 ($8.95 for subscribers) plus $2.50 S&H.

These pilot standards were developed to be used in a field test of the new program improvement and accreditation system for SACC and as a model of national standards for any future accreditation system by NSACA. These standards are designed to describe "best practice" in out-of-school programs for children and youth between the ages of 5 and 14. They are intended for use in group settings where the children participate on a regular basis and where the goal of the program is to support and enhance the overall development of the children.

New Designs for Youth Development

The redesigned magazine of the National Network for Youth, now in its twelfth volume year, is available through subscription. The Spring 1996 issue of *New Designs for Youth Development* carried articles such as "Re-Discovering Today's Young People"; "Smarter Kids, Safer Streets"; "Youth Development: An Idea Whose Time Has Come — Again" by Judith Erickson; and "Building Bridges: Connecting the School-Age Care and Community Youth Development Movements" by Sandy Tsubokawa Whittall (former NSACA board member).

The magazine is available for $29 per year (4 issues) from National Network for Youth, 1319 "F" St. N.W. Ste 401, Washington, D.C. 20004. (202) 783-7949.

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School-Age NOTES

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Accreditation for School-Age Programs - Now

What does it look like and why should your program be interested in it?

by Kimberly Moore Kneas and Jancal Roberts

Accreditation for school-age care programs has definitely been a hot topic. The National School-Age Care Alliance (NSACA) is moving forward with its three-year pilot program as reported in SAN but accreditation for all school-age programs won't be available until after the pilot is completed, evaluated and refined. Programs interested in being accredited now can look at the current system of the National Academy of Early Childhood Programs administered by the National Association for the Education of Young Children (NAEYC). This system works well for those school-age programs that also have preschool or infant/toddler components. It is also the system that the authors refer to in the following article. This article is intended to give programs a sense about why accreditation is important and a look at what the process is like from the point of view of one particular system.

Programs should also be aware that the National Child Care Association (for proprietary centers) has an accreditation system and that the Wellesley SACC Project has re-done the self-study materials Assessing School-Age Child Care Quality (ASQ) and that NSACA has available the Pilot Standards for Quality SACC.

Why would, or should, a school-age child care program become accredited? Why would they want to? The answer is simple, accreditation shows that the program is a quality experience for children and the staff, and helps administrators let the world know! Accreditation discredits the myth that school-age programs are nothing more than babysitting.

...Accreditation is an achievement for a high level of quality in over 150 criteria

Accreditation can be looked at from many different perspectives. The first, and undoubtedly more important, is from the view of the children. Accreditation is a process that improves the school-age child's experience, on a day-to-day basis. Second, from the point of view of parents, accreditation is a third-party endorsement of the quality of the program they and their child have chosen. Third, for staff and administrators, accreditation is an achievement and reward for valuing and accomplishing a high level of quality in over 150 criteria which relate to the activities and experiences they offer children. An additional reward for staff and administrators is the "discovery" process that they go through during self-study. Staff have the opportunity to evaluate themselves and their program and discover areas that need improvement and those which already are high quality.

The first step is to make the decision to apply to NAEYC's National Academy of Early Childhood Programs (800) 424-2460 for the materials and begin the self-study process.

School-age child care staff often are discouraged with the number of criteria in the accreditation process that don't relate specifically to school-age children. For school-age programs, these specific criteria are marked N/A or not applicable. The school-age process will focus on the criteria specifically marked for school-age and those criteria which relate to all programs. These "generic" criteria have examples and indicators which should be looked at closely and used to evaluate the quality of the specific area or interaction with school-age children.

For example, Criteria H:7a states that children are under supervision at all times:

- Infants and toddlers are never left unattended
- Preschoolers are supervised by sight and sound
- School-agers may not be in sight but staff know where children are and what they are doing.

It is the system and teamwork that is formed during this process of self-evaluation and improvement that is often reported to be the most valuable part of the accreditation process.

To be able to meet this criteria, school-age program leaders need to look at their program enrollment mix. If they have kindergarten-aged children attending their program, the program will need to meet both the preschool and school-age criteria due to the fact that NAEYC includes kindergarten-aged children in the preschool grouping. To be able to meet the needs of both groups, systems must be created that will provide the

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needed supervision for the younger children, yet still respect the need for more freedom and privacy for older children. One example of this is using a restroom which may or may not be located in the immediate program area. Systems need to be created, which include feedback from school administration, staff and children as to how this situation can be addressed.

The second phase of the process is completing the self-study and making the improvements that result from the "discovery" part of this process. For example, using our scenario above, let's say that the area of supervision is one to be improved. The self-study observation revealed that children were going to and coming from the restroom located outside of the classroom and staff really didn't know where they were at all times. So, to meet the criteria, the staff needed a system which would let everyone know where children were and what they were doing. This criteria could be met in several ways:

1) Children can be involved in brainstorming, discussing the issue and suggesting a system they can easily use.

2) Teachers can suggest two or three methods of supervision to the children and then ask them which they prefer.

Changes in systems must be permanent and used consistently. The goal and purpose of self-study is to improve the quality of the program *permanently*. This is the part of the accreditation process where children, teachers and parents all work together to create the very best experience in the program. It is the system and teamwork that is formed during this process of self-evaluation and improvement that is often reported to be the most valuable part of the accreditation process.

The next major step is to complete the program description materials and mail them to the Academy of Early Childhood Programs to request a validation visit. The validator's role is to look at the program from the eyes of the children as they experience the day. Their role is also to validate the information which the program director or program administrator filled out on the completed program description. For example, in rating the program for multicultural criteria, validators will look for pictures, books, experiences for children within the curriculum, posters on the wall, multicultural foods served, and any other ways that culture, family, ethnicity and heredity are incorporated into the child's experiences in the program. This is often the most nerve-wracking part of the process. Even when staff know they are doing a good job and see happy children busily engaged in challenging projects, the process of being observed still may be uncomfortable. The more opportunities that staff have prior to the validation visit to be observed, the more comfortable they will be on the day of the actual validation visit.

Changes in systems must be ...used consistently.

As many have observed, the validator plays a key role in the accreditation process. This is especially true when dealing with school-age programs which are housed or run out of an elementary school, church or other contracted space. Even though the program is being offered by the provider, the school administrator still has control of certain issues and systems which may or may not follow NAEYC's guidelines and criteria. This is an important key difference in validating the school-age program.

Often, many of these issues already were addressed by the provider at the time the contract was signed. However, issues of dedicated space, types of playground equipment, storage of equipment and program logistics may cloud the validator's interpretation of the program. This is the time when validators need to focus on the experience of the children in the program and on clear interpretation of the criteria:

- The environment as it relates to health and safety
- The program, whether it is meeting the physical, cognitive, and developmental needs of the children it serves.
- The staff, are they facilitating an environment which fosters choices, decision making and communication skills?
- Are training opportunities offered on a regular basis to meet individual needs of staff?

These are the key indicators which drive a quality program and create a positive experience for children.

Some steps that validators can take to create a mutually positive experience are:

1) Keep up to date on current school-age trends and issues.

2) Visit other school-age programs yearly to develop and maintain a perspective of quality programs.

3) Know the criteria as it pertains to school-age programs. A great support piece with more clarification and examples is: *Developmentally Appropriate Practice in School-Age Child Care Programs.*

4) Ask for clarification and support from NAEYC's Academy staff when agreeing to a visit. They are a great resource.

There are many and varied benefits of accreditation for children, families and school-age child care programs. The accreditation process itself is designed to be flexible and work within specific parameters under which the program operates. One of my favorite sayings related to accreditation is actually borrowed from a famous tennis shoe advertisement, "Just Do It!" It's worth it. Children are worth it. Your community is worth it because they know that you, as professionals in your field, are doing a quality job. Most of all, school-age children and their programs are worth the time and energy we devote to them through the process of accreditation and in our everyday commitment.

Kimberly Moore Kneas, M.Ed. is the Vice-President of Education for Children's World Learning Centers in Golden, Colorado and Janeal Roberts is the School-Age Resource Specialist for Children's World. Children's World Learning Centers have 224 accredited programs out of a total of 534 centers.

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His Director Responds

by Beth Thornburg

During the 1995-96 school year, Rich Scofield, Editor of School-Age NOTES, worked two afternoons a week in the University School's AFTER-SCHOOL program. He reported his observations each month in SAN. The following is his director's observations.

I have enjoyed reading the accounts of Rich's return to the trenches each month. It's always a thrill for workers in the field to know that one of the experts is making an effort to get out of the classroom and back onto the playground. As anyone knows who has ever been to one of Rich's workshops, he really knows how to "talk the talk." But, I'm sure many cynics want to know "Can he actually deal with kids as well as he talks about them?" As his "supervisor" during this past school year, I would like to give testimony that he can.

When he approached me last summer about working a few days a week in our program, I must say although I was delighted, I had absolutely no idea what kind of a day-to-day worker he would be. I knew he could captivate 500 adults as a keynote speaker, but could he really get the interest of 18 second graders long enough to take roll, talk about the expectations of the day and get them downstairs safely with backpacks and coats. Having handled the first ten minutes, could he supervise the playground, serve snack, locate children at the end of the day, work with novice school-age workers or "horror of horrors" plan an art project? To all the interested readers out there the answer was a resounding yes!!!

As he has chronicled, Rich really did go through the process for new employees of filling out applications, getting a TB test, and finding references. What he didn't chronicle were the small daily things that he took in stride. Although we all know and recognize Rich as being a pretty big "Kahuna" in our field, the first week he worked in AFTER-SCHOOL he had a trial by fire like every other new worker in the field. Some children tested his authority, some parents wondered about the "old guy with gray hair," and seasoned employees wondered how this new guy would turn out.

...I'm sure many cynics want to know "Can he actually deal with kids as well as he talks about them?"

After a few weeks, this is how it looked. Rich was the king of the playground. He enjoyed being with the kids as they played on all the equipment. Using each moment as a teachable one, he would ask the kids daily to go over the rules with him as they helped him each day with their names. Within the week, they all knew that he knew their names and the rules, so that was that...no more room for pretending they didn't know. On a different level, he was aware as only a seasoned professional can be of safety issues that ranged from sitting on railings to the stranger parked a little too long in the parking lot. Lastly, as he mentioned in his last article, he enjoyed watching (with appropriate judgment) the kids do things that licensing-and-dirt-concerned people might not like. For school-agers, filling your shirt with sand, digging a hole "to China," and making a fort out of dirt and large field rocks has been a right of passage for as long as I can remember. It is those types of developmental opportunities I feel our program can provide.

For years Rich has preached that if you give school-agers a large box of "stuff," scissors and glue, they will enthusiastically "create." But when his week for art came along, he was leery. I'm proud to announce that as you all know, Junk Galore and Junk Galore Part II were great successes. When the created art pieces were too big to fit in even the mini-vans, we decided to put a limit on supplies, but each time Rich's week came up, the kids always looked forward to whatever he might plan...hoping against hope for more junk.

On a personal note, as a team player, Rich is a wonderful partner. On days when things might have gone a little smoother, he was only positive in his approach. He dug right in on those weeks that we couldn't get out because of rain. Just as we preach in workshops, he "caught us all being good." When adult or child did something he thought was positive, he always made a point of telling them about it.

So, although at the beginning of the year, I thought I would be able to tell some funny stories about Rich's first days back in the saddle, I can't. The things he has been saying for 18 years are accurate. Children will love and respect you when they feel loved and respected. Give them enough junk and they will create a masterpiece. Digging in the dirt is developmentally appropriate and a time honored tradition. Catching people being good is a great way to go about life.

Tip for New Staff

Beth was generous in her comments above but she did forget some stories. One tip to new staff I would encourage emphasizing since I had been warned but only became a believer after the fact is number four on her one-page "All-Purpose employee tips you might miss in the handbook." It states, "If they say, 'Beth always lets us do this,' it's usually not true!!" The very first day inside a third grader when questioned whether Beth would okay what he was doing said, "Oh sure, I've done it a 'billion' times before." Only when one of the kids said they weren't suppose to build the blocks that way did I find out it was a big no, no.

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National Hispanic Heritage Month

National Hispanic Heritage Month is from September 15 through October 15, and includes the following Independence Days:
September 16 – Mexico
September 18 – Chile
September 15 – Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua

Find out if there are parents or relatives in your program who have celebrated these holidays. See if anyone is familiar with the musical instruments, maracas, to help with the activity below.

Make Maracas

You will need balloons, wheat paste, dried beans, 1/2" strips of newspaper, and dowels 6" longer than the balloons.

Make a maraca by covering a balloon with 4 layers of 1/2" strips of newspaper held in place with wheat paste. Dry it thoroughly – several days if necessary.

Cut a small hole the diameter of the dowel and remove the balloon through it. Put in a dozen dried beans or small rocks. Put glue on the end of the dowel and insert it into the hole until it touches the opposite wall inside. Use more glue around the hole, and patch over with paper strips if needed.

Let it dry thoroughly before painting. Dry again before coating with shellac in a well-ventilated space.

An alternative design is to use paper tubes with cardboard circles for each end. Use the beans and the dowel.

Tambourines

4 large sleighbells and 2 heavy-duty paper plates laced together make a great tambourine.

Native American Indian Day

Native American Day, the fourth Friday in September, falls on September 27 this year.

Following is a partial list of large Native American gatherings in various parts of the country, throughout the month.

- United Tribes PowWow, Bismarck, North Dakota, Sept. 5-8.
- Indian Summer Festival, Maier Festival Park, Milwaukee, WS, Sept. 6-8.
- National Championship Indian PowWow, Traders Village, Grand Prairie, TX, Sept. 6-8.
- Nanticoke Indian PowWow, Millsboro, DE, Sept. 7-8.
- St. Francois River PowWow, Farmington, MI, Sept. 14-15.
- Northern Plains Tribal Arts Show and Market, Sioux Falls, SD, Sept. 20-22.
- Trail of Courage Living –History Festival, Rochester, IN, Sept. 21-22.

Sukkot Treat (Tzimmes)

Sukkot, on September 28, begins a 9-day harvest festival on the Jewish calendar. Whether or not you celebrate the holiday, the recipe is tasty and fun to prepare.

You will need: 3 sliced carrots, 4 sliced sweet potatoes, 3 tart apples peeled, cored and quartered, 1/2c brown sugar, 3T margarine, salt and pepper, and 3 cups water.

With an adult's supervision, simmer the carrots and sweet potatoes in 2c of the water until tender but not soft.

Alternate layers of apples with layers of the carrots and sweet potatoes in a 2 1/2 quart baking dish. On each layer, sprinkle some of the brown sugar, salt and pepper and dabs of the margarine.

Add the other 1c of water.

Bake covered at 350° F until the apples are tender (about 30 minutes) and then uncovered until the top is brown. Serves 6.

(from Kid's Multicultural Cookbook: Food & Fun Around The World by Deanna F. Cook. Available from School-Age NOTES. $12.95 ($11.95 for subscribers) plus $2.50 shipping/handling.

Help Your Neighbor

Each player should make 10 slips of paper and number them 2 through 12. The first player rolls a pair of dice. Whatever number she rolls, she picks up that number from her slips. She gets another turn to roll and continue to pick up something each time. If she rolls a number she cannot use, she can continue her turn by helping the player to her left, or she can let her turn be over.

When her turn is over the player on her right gets the next turn. Play moves to the right with each player having the option of helping the player on the left.

The winner will be the one to have all 10 of his pieces picked up.

Dog and Cat

"IT" is the dog and the other players are cats. Arrange the cats in two lines along the walls facing each other. The dog will call out a color, and players wearing that color will try to run to the other side of the room without being tagged.

When a cat is tagged, that player will sit down on that spot and with legs crossed. From that position, so long as the legs remain crossed and the bottom on the floor, that cat may reach out and tag other players. Be sure that no one is tripped.

The last cat becomes the new dog.

(from Games, Games, Games by David L. Whitaker. Available from School-Age NOTES. $16.95 ($14.95 for subscribers) plus $3.50 shipping/handling.

Hello, But I'm Gone

Players sit in a circle. "IT" goes around the outside and taps a player lightly on the shoulder. The tapped player gets up and goes the opposite direction around the outside of the circle. When they meet they must stop, shake hands, and say, "Hello, but I'm gone." Then the player who was "IT" takes the seat, and the player who was tapped becomes "IT."

from Everyone Wins! Cooperative Games and Activities by Sambhava and Losette Luvmour. Available again from School-Age NOTES. $9.95 ($8.95 for subscribers) plus $2.50 shipping/handling.

Activity Ideas

The minimum number of Activity Ideas in this issue is 36.

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SEPTEMBER CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
GETTING TO KNOW YOU	Give each player 5 beans. Players move about talking. If a player can get another player to say *yes* or *no*, that player takes a bean. The object is to get rid of beans.	Pin each one's name on his back. Give each a pencil and paper. The object is to copy as many names as you can without exposing your own to be copied.	Write your name on a piece of paper. Blow up a balloon and tie the name inside. Take one from the pile. Break it. Prepare to introduce the one from your balloon.	In a circle, take turns telling something about yourself. The group must guess whether what you told is *true* or *false*.	Each player tells a joke. The joke greeted by the loudest groans from the group is the winner.
SEPTEMBER	September 8-14 – National Housekeeping Week. Interview the professionals who clean your building. Ask if there are ways you could make it easier.	September 8 – National Pet Memorial Day. Bring pictures and tell about pets you know or remember or share a book about an animal.	September 8-14 Subtitute Teacher Appreciation Week. – a good time to introduce yours, and review ways to be considerate of substitutes.	September 9 – National Boss/ Employee Exchange Day. How about a staff/student exchange day?	September 10 – Video Games Day – a day for kids to thank parents for all the cartridges and quarters they have provided for video games in the past year.
SEPTEMBER	September 13 – the first Friday the 13th this year. What does *triskaidekaphobia* mean?	September 13 – Ask someone to tell you about *Rosh Hoshanah*, the Jewish New year. Observances begin at sundown. Ask about the lunar calendar too.	September 15-21 – National Adult Care Center Week in the USA. September 15 in Japan is Respect for the Aged Day. Do a good turn for a senior citizen.	September 15-21 – is also National Music Appreciation Week. September is National Piano Month. How many budding pianists do you have?	September 17, 1787 – US Constitution completed and signed. It is celebrated today as Citizenship Day. How will you celebrate?
SEPTEMBER	September 22 – first day of autumn in the western hemisphere. Hike and observe flowers in bloom in the fall that are not there in spring.	September 23 – 150th anniversary of discovery of the planet Neptune. Create a mobile showing its relation to the sun and to the other planets.	September 24 – National Win With Courtesy Day. Practice remembering pleases and thank yous, your welcomes and after yous.	September 24, 1936 – birthday anniversary of Jim Henson. Use Muppets to tell the story of his life.	September 26-27 – total lunar eclipse. Use an orange, a golf ball, and a flashlight to show how an eclipse happens.
RELAYS	Each team member has a balloon to blow up and let go again and again until it leads spot to spot over the goal line. Players go one by one.	Give each team 6 small circles cut from colored paper. Players pass the circles from player to player by sucking them onto the ends of drinking straws.	Pass an orange or a nerf ball under the chin from player to players without using your hands.	Each team in single file spread their legs to make a tunnel. The first in line rolls the ball through. The last player brings it to the front to roll down again.	Each team has 3. Two players hold hands. The third stands behind and holds their outside hands. Race to the goal and back.
OUT OF THE ORDINARY	Paint on pennant-shaped pieces of paper or on cardboard circles.	Make a torn-paper picture.	Start a scrap box. Save all the bits of colored paper and other scraps from art projects to be used for later projects.	Collect autumn leaves to use for collage projects.	Paint on black paper instead of white. Tempera will do this.

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I-T-'S B-A-C-K!!!

(but needs Senate approval)

Like the phoenix in mythology, what people knew as the Federal Dependent Care Block Grant (DCBG) which was funding specifically for school-age care and resource and referral efforts (see Feb. '96 SAN - "Congress Finally Kills DCBG Dollars"), may have risen from the ashes.

Charles Pekow reports that there are $13 million set aside in the Child Care & Development Block Grant (CCDBG) with the same purposes as the now defunct Dependent Care Block Grant. Most CCDBG funds are not available until the last day of Fiscal Year 97 - Sept. 30, 1997 **BUT, if approved by the Senate, these special school-age child care and resource and referral funds will be available at the beginning of Fiscal Year 97 which is October 1st of this year, 1996.**

Pekow says that there is $950 million for the CCDBG, up $15 million from FY 96. The House Appropriations Committee filed a report telling the Dept. of Health & Human Services to "strongly encourage" state to spend some of the funds on school-age care. While the language doesn't require states to spend the funds on school-age care, advocates can remind state planners that federal legislators clearly want them to.

Washington Notes

by Charles Pekow

Charles Pekow is the editor of "Day Care U.S.A." This report was written exclusively for SAN readers.

Committee Approves Crime Prevention Funds

Think of your programs as keeping youth out of trouble. In a series of appropriations bills for FY 97, the House has approved millions of dollars for this purpose. Here's what may become available next year:

• $11 million for Part D Youth Gangs, a $1 million increase from last year. Governments and non-profits can get the money for school-age programs that keep youth out of gangs. The Dept. of Justice gives out the funds.

• $20 million for Incentive Grants for Local Delinquency Prevention Programs (Title V). State advisory groups give the money to local governments.

• $1 million for Law Enforcement Family Support. Police departments can get the money to provide school-age care for law enforcement officials.

• $2.5 billion for the Social Services Block Grant, up $99 million from FY 96. With all the new funding, Congress had to cut somewhere to keep within budget targets. So while it curries favor by creating new programs, it reduces the support for the stream that for many years provided most of the federal subsidies for school-age programs. The situation could get even worse. Welfare reform legislation in both houses would cut SSBG to $2.2 billion. Until Congress cut funding in mid-year this year, states traditionally received $2.8 billion.

• $1.4 billion for welfare-related child care, including At-Risk Child Care, Transitional Child Care and Work Activities Child Care.

ACT Project Seeks School-Age Care Coordinator

The Action for Children Today (ACT) which is an AmeriCorps national service partnership between the National Association of Child Care Resource and Referral Agencies (NACCRRA) and the National School-Age Care Alliance (NSACA) is seeking a school-age care coordinator to provide comprehensive training and technical assistance to the ACT AmeriCorps staff and participants.

It is a one-year position with extension contingent on funding. The ACT Project is located in the NACCRRA headquarters in Washington, D.C. A cover letter and resume are due by Wednesday, August 28th. For position announcement and job description contact Laura Nakatani, Director of the ACT Project at (202) 393-5501.

National Black Child Development Conference

The 26th Annual Conference of the National Black Child Development Institute will be Oct. 8-11, 1996 at the Hyatt Regency Hotel in New Orleans. Over 3,000 participants are expected. There will be an Early Childhood Leadership Institute and a Youth Goals Panel Forum on the 8th; Mini-Consultation Workshops and special seminar on the 9th; and issue forums and workshops on the 10th and 11th.

Conference registration ranges between $260-$310 and hotel rates from $140-$155. For registration form and conference information contact: NBCDI, 1023 15th St., NW, Suite 600, Washington DC 20005 – (800) 556-2234 or (202) 387-1281.

National Conference on Homeless Children and Youth

The 8th Annual Conference of the National Association of State Coordinators for the Education of Homeless Children and Youth will be October 10-12, 1996 in Nashville, TN. This annual conference attracts state coordinators, homeless coalition members, state officials and administrators, program managers, teachers, psychologists, and social workers who aim to improve services to homeless children and youth. Workshops, panel discussions, and presentations will examine the full range of social, developmental, and educational needs of homeless children and youth. For more information contact: Doug Vickers, Tenn. Dept. of Education, 5th Floor, Gateway Plaza, 710 James Robertson Parkway, Nashville TN 37243 – (615) 532-6186 INTERNET: dvickers@mail.state.tn.us

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NSACA Workshop Proposals Near Deadline

Do you have your workshop proposal form for the 1997 National School-Age Care Alliance Conference in Orlando FL April 17-19, 1997? The deadline for submitting proposals is August 31, 1996. In order to obtain a proposal form drop a note to: Jim Atkinson, 1208 Cardinal Court, Altamonte Springs FL 32714.

SAC CONFERENCES

NEW YORK Oct. 14, 1996
Annual SACC Training Conference, Albany **Contact:** Patty Skinner, 518-426-7181 ext. 11

NEW JERSEY Oct. 18-19, 1996
3rd Annual Nat'l Conference on Older Children, Morristown. **Contact:** Diane Genco, 908-789-0259

VIRGINIA Oct. 18-19, 1996
VA SACC Annual Conference, Norfolk **Contact:** Misty Moreau, 804-358-6153

MICHIGAN October 23, 1996
MI SACC Conference, Warren **Contact:** Sue Javid, 810-228-3480

ALBERTA Oct. 25-26, 1996
SAC Conference, Calgary, Alberta, Canada **Contact:** Carol Broen, 403-282-7466

NORTH CAROLINA Nov. 7-9, 1996
7th Annual SAC Conference, Raleigh **Contact:** Margaret Anne Biddle, 919-828-0345, ext. 130

IOWA Nov. 9, 1996 **NEW**
Iowa School-Age Care Alliance Conference, Indianola **Contact:** Amy Williams-McKern, 515-961-5067

NSACA April 17-19, 1997
9th Annual National Conference, Orlando, FL **Contact:** FL SACC Coalition, 407-568-6497

DO WE HAVE *YOUR* SAC CONFERENCE DATES?

Students Receive SAC Certificate

by Gina Jarvi

On June 15, 1996, the first commencement ceremony was held for the 29 pioneering SAC professionals who received their Certificate of Proficiency in School-Age Care. The certificate program is the first of its kind in the country, and is housed at Concordia College, St. Paul, Minnesota. This 12 semester-credit program offers professionals in the field a meaningful avenue for exploring issues directly related to school-age care. Of the many issues explored during this five-month, accelerated program, one was the state of our profession as we approach the new millennium, and the relevance of such an educational program. Emily Holder, a member of the first group of students, described the state of the profession in this way, "A new language is being created...Leaders are claiming their voice, creating a vehicle, and entitling those of us in the field to add our voices."

More than five hundred professionals have indicated a strong interest in this program and the subsequent degree programs. Pending final approvals, a Baccalaureate degree, a Graduate Certificate in SAC Leadership, and an MA in Education with an emphasis in SAC will be offered beginning in January of 1997. These are strong indicators of the readiness of our profession to move into college and degree programs. Laurie Ollhoff, who along with her husband Jim Ollhoff, spearheaded this effort and is the Educational Coordinator of the SAC Programs, had this to say, "The reactions of students who have been through our three Certificate programs have told me this is the right step. One student said she hoped everyone in our field could go through this program."

This year the Minn. School-Age Child Care Alliance awarded Dr. Bob DeWerff, Director of Graduate and Continuing Education at Concordia College, their Outstanding Leadership award for his vision, guidance and support of these programs. Jim Ollhoff, the Administrative Director of the SAC [courses] Programs, says "We've designed our programs for those who know their way around school-age care. We've set up the courses to be sensitive to the adult learner who is holding a full-time job. We've tried to make the curriculum substantive, yet applicable."

The degrees and certificates will be available by distance education. For more information, you can contact the SAC Office at: (612) 641-8897, or write to: Office of School-Age Care, Concordia College, 275 N. Syndicate St., St. Paul MN 55104.

Gina Jarvi is the Program Assistant for the SAC [courses] Program at Concordia College.

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RESOURCES

Youth-Worker Resources

• **1996 Boys Town Press Catalog**—The nationally known Boys Town in Nebraska has a catalog of "resources for youth-serving professionals, educators and parents." This is the first time we have seen this catalog and although we have not reviewed any of the materials, the titles sounded as if they might be helpful to our readers. Its subjects included child care, youth care, discipline, social issues, aggression, parent training and more.

Contact: Boys Town Press, 13603 Flanagan Blvd., Boys Town NE 68010 – (800) 282-6657

Children's Sabbaths

Taking Action to Meet Children's Needs

This fall, thousands of religious congregations are expected to commit to doing more for children, as they join in the 1996 National Observance of Children's Sabbaths. It will begin with evening services in synagogues and mosques on Friday, October 18 and conclude with church and interfaith services on Sunday, October 20th. Congregations can order booklets from the Children's Defense Fund to plan celebrations for Protestant, Catholic, and Jewish congregations. A multifaith booklet that provides Native American, Muslim, and Spanish-language resources also is available.

The Children's Sabbaths is more than one weekend. It is a way to inform and involve congregations in the vital role they can play in advocating for children. One ecumenical leader said, "Congregations have the resources and a cadre of volunteers, particularly seniors, who can help address children's needs, such as after-school programs." Past examples of congregations' projects include: a youth program that collected money to buy cribs for a youth shelter; teenagers who organized a "unity run;" a rural congregation that organized a child care program; six churches worked with three community organizations to plan and implement a teen pregnancy prevention program.

For more information about the Children's Sabbaths contact the Children's Defense Fund Religious Affairs Division, 202-662-3589.

Disaster Brochure

Summer school-age programs across the country have focused on the Olympics in July. As we go to press there has been the pipe-bomb explosion at the Olympics 10 days after the crash of TWA's Flight 800. These incidents which school-agers and even younger children can't escape learning about have the potential for being disturbing to children. This is particularly so for school-agers who are at the developmental stage where they take everything seriously and believe if something happens to someone else it will happen to them.

The National Association for the Education of Young Children (NAEYC) has prepared a brochure for preparing staff in case of disaster and how to help children and families cope with tragedies. *When Disaster Strikes: Helping Young Children Cope* is available for $.50 for single copies and $10 for 100 copies from: NAEYC, 1509 16th St., NW, Washington DC 20036-1426.

BEST COPY AVAILABLE